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ABSTRACT

Designed for professionals in rehabilitation settings, this curriculum guide presents fifteen lessons that focus on preparing to seek a job, job seeking, and job maintenance. Among the lesson titles included in the guide are (1) How to Find the Right Job and Categories of Jobs, (2) Self-Expressed Interests and Attitudes for Specific Jobs, (3) Completing an Application for Employment, (4) Using the Telephone to Contact an Employer and Self-Evaluating Your Grooming for a Job Interview, (5) Behaviors That Are Acceptable or Unacceptable for an Individual During a Job Interview and Special Concerns for the Disabled, (6) Acceptable Behaviors Which You Should Exhibit on the Job and Good Work Habits, and (7) Getting the Most out of Life through Advancement on the Job and a Question and Answer Conclusion on Job Readiness Training. Each lesson follows a typical format that includes the following parts: lesson title, objectives, outline, reference materials, information sheets, and worksheets. Transparency masters, audiovisual references, and assessment instruments are appended. (LRA)

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# Job Readiness Training Curriculum

by

**Dennis G. Tesolowski Ed.D.**

**Florida International University**

**Miami, Florida**

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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*The Materials Development Center is supported in part by a Research and Demonstration Grant (12-P-55307/5) from the Rehabilitation Services Administration, Department of Health, Education, and Welfare, Washington, D.C.*

Many requests have been received by the Materials Development Center for information about and examples of materials designed to train clients in job/employment readiness skills--areas such as grooming, interviewing, self-appraisal, and finding and maintaining a job, just to mention a few. Because of the interest in this area of program development, MDC has reprinted Dr. Dennis Tesolowski's doctoral dissertation entitled Job Readiness Training Curriculum in order to make the document readily available to rehabilitation facility professionals.

Ronald R. Fry
February, 1979

Note: Masters for overhead transparencies and work sheets for clients are included in this document. For copying purposes, it is suggested that the needed pages be cut out and then placed back in the Job Readiness Training Curriculum after use. Holes have been punched in the document so that rings or fasteners can be used to keep loose pages from falling out.

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# Acknowledgement

Dr. Dennis G. Tesolowski is presently an assistant professor of vocational special needs education in the Division of Vocational Education at Florida International University in Miami, Florida. During the development of this Job Readiness Training Curriculum, he was a Doctoral Candidate in Rehabilitation Services Education (RSE) and an employee of the Alabama Facility Training Project (AFTP) at Auburn University in Auburn, Alabama.

The AFTP is an extension program in RSE at Auburn University which is funded by Alabama's Division of Rehabilitation and Crippled Children Services. AFTP staff members serve rehabilitation facilities and personnel throughout the State of Alabama by providing in-service training and consultation services.

Particular appreciation is due to Mr. J. W. Cowen, State Director, Division of Rehabilitation and Crippled Children Services, for his support which made this Job Readiness Training Curriculum and investigative study possible.

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# Job Readiness Training Curriculum:

## Application and Implications

The Secretary of Health, Education, and Welfare (HEW) was mandated by Congressional Amendments to the Rehabilitation Act of 1973 to conduct an original study of the role of sheltered workshops in rehabilitation and employment of handicapped individuals. This Congressional mandate was fulfilled when the United States Government contracted with Greenleigh Associates, Inc. of New York.

The study, which was completed in 1975 and cost approximately $600,000.00, stated that placement (job) readiness training makes a tremendous difference in determining terminees who gain competitive employment from other terminees. In fact, Part B of Section IX of the Greenleigh Associates' (1975) Executive Summary listed placement readiness and development of a generally enhanced placement program as their number one recommended funding priority.

A need for further developmental research on job readiness training (JRT) was identified in conjunction with Greenleigh's recommendation. Research documented in the literature showed that job readiness training has a positive effect on individuals' abilities to obtain and maintain jobs (Azrin, Flores, & Kaplan, 1975; Benson & Whittington, 1973; Brandzel, 1963; Brewer, Miller, & Ray, 1975; Cuony & Hoppock, 1954; Currie, 1974; Kemp & Vash, 1971; Lasky, 1970; McClure, 1972; Way & Lipton, 1973). A majority of the studies reported the success of job readiness training in terms of positive benefit outcomes. Essentially these studies indicated that more placements occurred at less expense and that employed individuals expressed greater satisfaction with their new jobs as a result of participating in JRT programs.

An experimental investigation was conducted in conjunction with the development of the current Job Readiness Training Curriculum. The study was a process evaluation which attempted to determine what changes take place in participants during training which could be the basis of their subsequent employment. Results of the investigation provided evidence that the JRT process effectively facilitated more positive attitudes toward work and enhanced clients' worker personality characteristics.

An abstract of this doctoral dissertation is available in Dissertation Abstracts International, 1978, 39 (1), 255-A. Or the complete dissertation (order No. 78 10561) may be obtained through University Microfilms in Ann Arbor, Michigan. A portion of the research on attitudes toward work or job readiness postures has been reported in the Educational Resources Information Center (ERIC) under the number ED 151 544 as well as in the Journal of Vocational Education Research, 1978, 3 (1), 1-8. A second related manuscript entitled "Modifying Work Personalities of the Handicapped" will be published in the Vocational Guidance Quarterly, June, 1979, 27 (4).

The preceding information has identified a rationale for providing clients with "Job Readiness Training." Training of this type can be selected from numerous job related curriculums and programs which have been developed. The development of this Job Readiness Training Curriculum was based on the strengths of other relevant programs reported in the literature. Utilization of this curriculum is being recommended in its entirety or any of its parts to supplement or complement existing programs.

Professionals in rehabilitation settings and other work related environments, such as work adjustment specialists, instructors, and counselors, should find that this curriculum will serve as an effective service delivery system in attempting to enhance clients' attitudes toward work and work personalities. Practitioners should feel free to modify, supplement, or delete any lesson(s) in this training program. In addition, it should be remembered that any or all of the lessons can be utilized independently of each other. Lessons were organized in a logical order related to client preparation, job seeking, and job maintenance. However, it is not mandatory that the lessons be used sequentially.

Instructional materials such as work sheets, information sheets, and masters for transparencies are included in the Job Readiness Training Curriculum. Practitioners utilizing the training program, or any portion of it, should feel free to reproduce these instructional materials. Work sheets and information sheets are located in the body of the curriculum, and transparency masters are in Appendix A.

Various audiovisual instructional materials, such as 16mm films, filmstrips and cassettes, and cassettes, have been identified in the training program. Professionals utilizing this curriculum must realize that there are other excellent audiovisual materials which could be supplemented for those that are identified. It is not absolutely necessary to use these materials in order to successfully implement the program. However, the utilization of videotape recording during the simulated job interview experiences is highly recommended and appears to be of critical importance. Information about the publishers of the identified audiovisual materials is located in Appendix B.

Two assessment instruments related to vocational interests and attitudes about jobs were listed in lessons 2 and 3. Publishers of the Gordon Occupational Check List and Mellenbruch's Job Attitude Analysis are located in Appendix C. Other instruments can be supplemented for these while successfully implementing the program.

This Job Readiness Training Curriculum was implemented in an experimental investigation with a wide array of physically handicapped sheltered workshop employees. In this study, members of the experimental group had functional reading levels which ranged from 1.10 to 11.60 and averaged 5.97 on the Wide Range Achievement Test. Their intelligence quotients ranged from 39.00 to 90.00 and averaged 70.09 on the Columbia Mental Maturity Scale. Subsequently, it was often necessary to orally read the various instructional materials aloud. This was effectively handled through verbal group discussions.

The development and experimental application of this Job Readiness Training Curriculum resulted in the identification of some assumptions and implications which could benefit practitioners in their use of the program. Prescription of JRT for clients receiving vocational development services should be based on individual differences and needs identified in the evaluation process. All aspects of this training program should not necessarily be applied to all clients receiving adjustment services. An appropriate application of this JRT program would tend to enable clients to meet Olshansky's (1961) charge: That individuals must have the ability to come alone, to stand on their own feet, and to speak for themselves in order to convince employers that they are ready for work.

In some instances clients may have absolutely no intentions of going to work in competitive employment. Situations of this type may indicate that consideration should be given to extend sheltered employment where the client can experience more security. However, if this is the case, utilization of various job readiness training techniques to modify identified problem behaviors and attitudes should not be ruled out.

Effects of job readiness training appear to be contingent upon the strength of the instructor or group leader in addition to the system itself. Group leaders' personalities or charisma, as well as their drive or determination to have a program succeed appear to play a major role in the success of the program. Group leaders seem to be an important factor whether evaluating attitudes toward work or benefit outcomes in the form of actual placements.

Clients' perceptions of losses associated with obtaining and maintaining a job were only slightly modified. These results concur with Currie's (1974) findings in a similar investigation. Currie surmised that these results might be explained by the media's capacity to overly stress the value of work (heightened attractions) while providing a contrast for clients to rate themselves against the ideal working person in functional work attitudes (perceived losses). The present JRT program stresses the value of work. Consequently, employees are required to compare themselves to functional work attitudes of ideal workers through elements of the curriculum and audiovisual materials.

Clients' perceptions about barriers to employment were modified very little. The lack of change in perceptions about medical, transportation, child care, and family problems is understandable because the JRT program did not permit enough time or resources to identify and modify specific problem areas. This situation could possibly be improved by increasing the length of the JRT program, by offering individualized problem analysis, by providing more individualized instruction, by providing vocational counseling which would deal with identified problems, or by applying social work or related services to individuals' specific employment barriers.

Findings of this investigation indicated that clients' perceptions about entering new situations and meeting new people were not greatly modified. However, these quantitative results were contradicted by clients' observed behaviors. Many participants verbally expressed feelings of being more comfortable and confident while being interviewed for a job after having had several opportunities to role play the situation.

The Job Readiness Training Curriculum, as well as other programs reported in the literature, supports the need for working with small groups of clients (Anderson, 1968; Housman & Smith, 1975; Manpower Research Visibility, 1972; Multi Resource Centers, 1971; Way & Lipton, 1973). Manpower Research Visibility (1972) indicated that small groups of high staff-to-trainee ratios help hold individuals in programs. Maintaining group sizes in the six to ten range provides a greater opportunity for each client to become involved in the training process. Involvement of this type promotes participation which contributes to individual client growth.

Audiovisual materials were utilized consistently throughout the program as training aids. These materials, which included transparencies, 16mm films, filmstrips and cassettes, cassettes, and videotape recordings, played a prominent role in the presentation of related information. Use of audiovisual instructional materials served to motivate clients to participate in discussion groups. Participation in these group discussions appeared to make a major contribution toward strengthening clients' work attitudes and worker personality characteristics.

A dilemma concerning the total placement process was identified in the review of the literature between selective placement and the client-centered approach or job readiness training. Both procedures seek the same primary goal; however, means of achieving that goal are different. Pockrass (1959) described the essence of selective placement with the simple cliche' "the square peg in the square hole." In contrast, Salomone (1971) stressed the importance of training individuals to obtain their own jobs. Salomone believed that client-centered programs provide individuals with more job satisfaction as well as with some lifetime security. Rose (1963), an advocate of selective placement, stated that the problem is not finding jobs for clients but enabling them to retain a job once it is secured.

Findings of the present investigation do not totally support or refute either side of this issue. Due to individual differences and needs, it appears that programs attempting to place people in jobs should offer a combination of job readiness training and selective placement.

Usdane (1974, 1976) stated that the solution to this dilemma rests with preparation of professional rehabilitation placement personnel in graduate programs. Usdane (1976) indicated that placement is often being dealt with by disposing of it in the referral shuffle or by preparing clients to get their own jobs.

As suggested by Usdane (1974, 1976) professionally trained placement personnel could probably more effectively provide JRT and selective placement services. However, even if several graduate placement programs were developed in the United States, and if funds were available for rehabilitation facilities to hire such professionals, the problem conceivably would not be solved for a considerable period of time due to effects of supply and demand.

It seems, therefore, that professional staff already present in vocational development programs should provide job readiness training to improve individuals' abilities to obtain and maintain employment. Skills and information which are necessary to provide JRT programs can be made available to professional staff through in-service training and continuing education courses.

The process of improving or modifying clients' attitudes toward work or work personalities is complex. Consequently, this Job Readiness Training Curriculum can be implemented more successfully if it is carefully woven into the holistic, multifaceted vocational development program.

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# JOB READINESS

# TRAINING CURRICULUM

## Lesson 1 - Program Orientation, Discussion of Why People Work, and Self-Appraisal of Occupational Interest Areas

Objectives:

1. To explain the length and purpose of this job readiness training program.
2. To explore why people work.
3. To assess individual interests in ten occupational areas.
4. To assist individuals in exploring and expressing self-appraised interests.
5. To identify some occupations which match expressed interests.

Outline:

I. Program Orientation

  A. Length of Course
    1. Three weeks or 15 days
    2. One hour per day
  B. Purpose of Job Readiness Training
    1. To prepare individuals to find and obtain employment
    2. To prepare individuals to hold or maintain a job

II. Work Sheet: Why People Work

  A. Individuals record their ideas
  B. Group discussion
  C. Reasons why people work
    1. To attain recognition by successfully completing personal goals
    2. To earn money
    3. To obtain self-satisfaction and feel independent
    4. To obtain work experience and a feeling of importance
    5. To feel useful by achieving or accomplishing your individual goals
    6. To be around other people
    7. To have a feeling of being secure by preparing for the future
    8. To make a contribution to society
  D. Filmstrip and cassette: RV32 - Job Attitudes: Why Work At All (approx. 10 min.)

III. Self-appraisal of occupational interest areas

  A. Individuals' self-expressed ratings
    1. High interest
    2. Average interest
    3. Low interest

B. Work Sheet: Individual Interests in Occupational Areas
   1. Outdoor: Enjoys working outside, often with plants or animals
   2. Mechanical: Enjoys working with machines and tools
   3. Computational: Enjoys adding and subtracting numbers
   4. Scientific: Enjoys dealing with and solving problems and discovering new facts
   5. Persuasive: Enjoys meeting and dealing with people and selling objects
   6. Artistic: Enjoys doing creative work with hands that involves design, color, and materials
   7. Literary: Enjoys reading and writing
   8. Musical: Enjoys playing an instrument or singing
   9. Social Service: Enjoys helping other people
   10. Clerical: Enjoys precise and accurate office work

C. Discuss individual ratings

D. Briefly consider some jobs which could fulfill self-expressed ratings (See Kuder Preference Record - Administrator's Manual)

Materials:

1. Work Sheet: Why People Work
2. Filmstrip and cassette: RV32 - Job Attitudes: Why Work At All (approx. 10 min.)
3. Work Sheet: Individual Interests in Occupational Areas
4. Transparency: Individual Interests in Occupational Areas
5. Transparency: Reasons Why People Work

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Job Readiness Training Program
Work Sheet

Name: ______________________________
Lesson 1

## Why People Work

Please list as many reasons as you can why people work.

1. ____________________________________________
2. ____________________________________________
3. ____________________________________________
4. ____________________________________________
5. ____________________________________________
6. ____________________________________________
7. ____________________________________________
8. ____________________________________________
9. ____________________________________________
10. ____________________________________________
11. ____________________________________________
12. ____________________________________________
13. ____________________________________________
14. ____________________________________________
15. ____________________________________________

Job Readiness Training Program
Work Sheet

Name: ____________________
Lesson 1

## Individual Interests in Occupational Areas

Please circle high interest, average interest, or low interest to indicate how much you like each of the following 10 occupational interest areas.

1. Outdoor: Enjoys working outside, often with plants or animals.

   High Interest     Average Interest     Low Interest

2. Mechanical: Enjoys working with machines and tools.

   High Interest     Average Interest     Low Interest

3. Computational: Enjoys adding and subtracting numbers.

   High Interest     Average Interest     Low Interest

4. Scientific: Enjoys dealing with and solving problems and discovering new facts.

   High Interest     Average Interest     Low Interest

5. Persuasive: Enjoys meeting and dealing with people and selling objects.

   High Interest     Average Interest     Low Interest

6. Artistic: Enjoys doing creative work with hands that involves design, color, and materials.

   High Interest     Average Interest     Low Interest

7. Literary: Enjoys reading and writing.

   High Interest     Average Interest     Low Interest

8. Musical: Enjoys playing an instrument or singing.

   High Interest     Average Interest     Low Interest

9. Social Service: Enjoys helping other people.

   High Interest     Average Interest     Low Interest

10. Clerical: Enjoys precise and accurate office work.

    High Interest     Average Interest     Low Interest

Note: Individual Interests in Occupational Areas adapted from Kuder, G. F., Kuder preference record - Administrator's manual. Chicago: Science Research Associates, 1960

## Lesson 2 - How to Find the Right Job and Categories of Jobs

Objectives:

1. To teach where to locate jobs.
2. To teach what information should be identified in want ads.
3. To teach utilization of the classified section of a telephone directory.
4. To teach an awareness of job categories.

Outline:

I. Review the importance of finding the right job, Motion Picture: MP31 - YOUR JOB: FINDING THE RIGHT ONE (12.5 min.)

II. Work Sheet: How to Find a Job
  A. Individuals record where to find jobs
  B. Group discussion
  C. Information Sheet: Where to Locate Jobs
    1. Help wanted ads in newspapers
    2. Telephone directories (yellow pages)
    3. Friends or relatives
    4. Local community organizations
      a. Chamber of commerce
      b. Better business association
      c. Interdenominational church council
    5. State employment service
    6. Private employment agencies
    7. Better business bureau
    8. Business establishments
      a. Signs in windows
      b. Some factories have help wanted billboards or bulletin boards located outside
    9. Industrial directories
    10. Observe construction areas
    11. Civil service announcements (usually located in Post Offices)
    12. School and college placement services
    13. Professional staff members in rehabilitation facilities
    14. Vocational teachers
    15. Rehabilitation counselors
  D. Filmstrip and cassette: RV12 - #4 THE WORLD OF WORK - Finding the Job (approx. 10 min.)
  E. Examine want ads in a daily newspaper
    1. Brief group discussion of what a want ad should tell a job seeker
    2. Information Sheet: Look for this Information in Want Ads
      a. Type of job or nature of work
      b. Working hours (shift)
      c. Required work experience
      d. Required level of training
      e. Salary and frequency of payment
      f. Required personal equipment or material
    3. Information Sheet: A Help-Wanted Ad Published in the "Anniston Daily News"
  F. Use classified section (yellow pages) in telephone directory

III. Categories of Jobs

   A. Unskilled
   B. Semi-skilled
   C. Skilled
   D. Professional

IV. Give individuals a Gordon Occupational Check List for completion at home

   A. Improve individuals' occupational awareness
   B. Help match individuals with an occupation
   C. Help match individuals with sets or clusters of occupations

Materials:

1. Motion picture: MP31 - YOUR JOB: FINDING THE RIGHT ONE (12.5 min.)
2. Filmstrip and cassette: RV12 - #4 THE WORLD OF WORK - Finding the Job (approx. 10 min.)
3. Work Sheet: How to Find a Job
4. Information Sheet: Where to Locate Jobs
5. Transparency: Where to Locate Jobs
6. Information Sheet: Look for this Information in Want Ads
7. Transparency: Look for this Information in Want Ads
8. Gordon Occupational Check List
9. Information Sheet: A Help-Wanted Ad Published in the "Anniston Daily News"
10. Transparency: A Help-Wanted Ad Published in the "Anniston Daily News"

Job Readiness Training Program
Work Sheet

Name: ____________________
Lesson 2

## How to Find a Job

How would you find a job? Where would you look for a job? Who would you ask about getting a job?

Please write down as many answers as you can.

1. ____________________
2. ____________________
3. ____________________
4. ____________________
5. ____________________
6. ____________________
7. ____________________
8. ____________________
9. ____________________
10. ____________________
11. ____________________
12. ____________________
13. ____________________
14. ____________________
15. ____________________

Name: ______________________________
Lesson 2

## Where to Locate Jobs

1. Help wanted ads in newspapers
2. Telephone directories (yellow pages)
3. Friends or relatives
4. Local community organizations
    a. Chamber of commerce
    b. Better business association
    c. Interdenominational church council
5. State employment service
6. Private employment agencies
7. Better business bureau
8. Business establishments
    a. Signs in windows
    b. Some factories have help wanted billboards or bulletin boards located outside
9. Industrial directories
10. Observe construction areas
11. Civil service announcements (usually located in Post Offices)
12. School and college placement services
13. Professional staff members in rehabilitation facilities
14. Vocational teachers
15. Rehabilitation counselors

Job Readiness Training Program
Information Sheet

Name: ______________________
Lesson 2

## Look for this Information in Want Ads

1. Type of job or nature of work
2. Working hours (shift)
3. Required work experience
4. Required level of training
5. Salary and frequency of payment
6. Required personal equipment or material

Name: ____________________
Lessons 2 & 6

A Help-Wanted Ad Published in the "Anniston Daily News"

MACHINIST - GRINDER

- - - - - - - - - - - - - - - - - - - - -

Plenty of Room for Advancement

- - - - - - - - - - - - - - - - - - - - -

Openings for 8 workers over 18. Prefer individuals with previous work experience in industrial operations. However, if you have ability and desire to learn, our company is willing to train you. First and second shift workers are needed. Beginning salary is $2.65/hr., with a raise after a six month trial period. If interested, please contact:

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Personnel Manager
National Aluminum Company, Inc.
216 Petrie Avenue
Anniston, Alabama 36201

- - - - - - - - - - - - - - - - - - - - -

An Equal Opportunity Employer

## Lesson 3 - Self-Expressed Interests and Attitudes for Specific Jobs

Objectives:

1. To identify specific jobs which coincide with expressed interests.
2. To assist individuals in exploring and expressing attitudes toward specific jobs.

Outline:

I. Review how to find a job, Motion Picture: MP32 - YOUR JOB: APPLYING FOR IT (13.5 min.)

II. Help individuals complete the Gordon Occupational Check List

A. Group discussion of individual responses

B. Information Sheet: Occupational Interest Areas on "Gordon Occupational Check List" (interpreting responses)

| | |
|---|---|
| 1. Business - 48 items | |
| a. Clerical (Misc.) | 1-8 |
| b. Clerical - Contact | 41-48 |
| c. Clerical - Computational | 81-88 |
| d. Clerical - Persuasive | 121-128 |
| e. Sales | 161-168 |
| f. Managerial | 201-208 |
| 2. Outdoor - 24 items | |
| a. Farming | 9-16 |
| b. Outdoor (Misc.) | 49-56 |
| c. Risk-Taking | 89-96 |
| 3. Arts - 24 items | |
| a. Design | 129-136 |
| b. Arts (Misc.) | 169-176 |
| c. Entertainment | 209-216 |
| 4. Technology - 96 items | |
| a. Food Products | 17-24 |
| b. Textile Products | 25-32 |
| c. Metal Work | 57-64 |
| d. Metal Work (Misc.) | 65-72 |
| e. Electrical | 97-104 |
| f. Mechanical Repair | 105-112 |
| g. Construction | 137-144 |
| h. Construction | 145-152 |
| i. Chemical Products | 177-184 |
| j. Fine Manual | 185-192 |
| k. Technology (Misc.) | 217-224 |
| l. Medical - Dental | 225-232 |
| 5. Service - 48 items | |
| a. Service (Misc.) | 33-40 |
| b. Personal Service | 73-80 |
| c. Transportation | 113-120 |
| d. Protective Services | 153-160 |
| e. Social Service | 193-200 |
| f. Instructional | 233-240 |

Note: Outline-II, B, 1-5 adapted from the Gordon Occupational Check List and reproduced by permission. Copyright © 1967, 1963, 1961 by Harcourt Brace Jovanovich, Inc. All rights reserved.

III. Mellenbruch's Job Attitude Analysis
   A. Verbal administration in class or answer as take home questionnaire
   B. Identify feelings about jobs
      1. Very desirable
      2. Neutral
      3. Very undesirable
   C. Group discussion
   D. Review individual responses

Materials.

1. Motion Picture: MP32 - YOUR JOB: APPLYING FOR IT (13.5 min.)
2. Gordon Occupational Check List
3. Mellenbruch's Job Attitude Analysis
4. Information Sheet: Occupational Interest Areas on "Gordon Occupational Check List"
5. Transparency: Occupational Interest Areas on "Gordon Occupational Check List"
6. Transparency: Table 7 - Job Titles and DOT Codes for Check List Items (Taken from Gordon Occupational Check List Manual)

Note: Materials - Items 4, 5 & 6 adapted from the Gordon Occupational Check List and reproduced by permission. Copyright © 1967, 1963, 1961 by Harcourt Brace Jovanovich, Inc. All rights reserved.

Job Readiness Training Program
Information Sheet

Name: ____________________
Lesson 3

## Occupational Interest Areas on "Gordon Occupational Check List"

1. Business - 48 items

| | | |
|---|---|---|
| a. | Clerical (Misc.) | 1-8 |
| b. | Clerical - Contact | 41-48 |
| c. | Clerical - Computational | 81-88 |
| d. | Clerical - Persuasive | 121-128 |
| e. | Sales | 161-168 |
| f. | Managerial | 201-208 |

2. Outdoor - 24 items

| | | |
|---|---|---|
| a. | Farming | 9-16 |
| b. | Outdoor (Misc.) | 49-56 |
| c. | Risk-Taking | 89-96 |

3. Arts - 24 items

| | | |
|---|---|---|
| a. | Design | 129-136 |
| b. | Arts (Misc.) | 169-176 |
| c. | Entertainment | 209-216 |

4. Technology - 96 items

| | | |
|---|---|---|
| a. | Food Products | 17-24 |
| b. | Textile Products | 25-32 |
| c. | Metal Work | 57-64 |
| d. | Metal Work (Misc.) | 65-72 |
| e. | Electrical | 97-104 |
| f. | Mechanical Repair | 105-112 |
| g. | Construction | 137-144 |
| h. | Construction | 145-152 |
| i. | Chemical Products | 177-184 |
| j. | Fine Manual | 185-192 |
| k. | Technology (Misc.) | 217-224 |
| l. | Medical - Dental | 225-232 |

5. Service - 48 items

| | | |
|---|---|---|
| a. | Service (Misc.) | 33-40 |
| b. | Personal Service | 73-80 |
| c. | Transportation | 113-120 |
| d. | Protective Services | 153-160 |
| e. | Social Service | 193-200 |
| f. | Instructional | 233-240 |

## Lesson 4 - Personal Resume

**Objectives:**

1. To explain what information is included on a resume.
2. To explain why a resume is important.
3. To teach how to write a resume.

**Outline:**

I. Personal Resume
    A. Definition: The gathering of information about an individual's personal, educational, training, and work background slanted toward a specific job which is being sought
    B. Present all information you want the employer to know
        1. Identification
            a. Name
            b. Address
            c. Social Security Number
            d. Telephone number
        2. Personal background
            a. Age
            b. Date of birth
            c. Place of birth
            d. Height
            e. Weight
            f. Health (medical aspects)
            g. Marital status
            h. Dependents
            i. Military status
        3. Vocational objective
            a. Position wanted
            b. Type of work you would like to be doing ten years from now
        4. Education
            a. College
            b. Vocational or technical school
            c. High school
            d. Junior high school
            e. Elementary school
            f. General Equivalency Diploma (GED) Certificate
        5. Work experience
        6. References
    C. Purpose of having a resume
        1. To have necessary information when filling out an application form
        2. To enable you to get an interview
        3. To enable you to better present yourself during an interview
        4. To leave important information with an employer after an interview
        5. To send to an employer after an interview
    D. Quality of a resume
        1. A good resume makes a good impression
            a. Use correct grammar
            b. Spell correctly
            c. Type or neatly print in ink

    2. A bad resume seriously reduces your chances of being hired
  E. Work Sheet: Personal Resume
  F. Information Sheet: Sample Personal Resume

II. Brief introduction of an application form

  A. Required information on an application can show the importance of having a resume
  B. Point out categorical similarities

Materials:

1. Work Sheet: Personal Resume
2. Transparency: Personal Resume
3. Information Sheet: Sample Personal Resume
4. Transparency: Sample Personal Resume

Job Readiness Training Program
Work Sheet

Name: ____________________
Lesson 4

## Personal Resume

### IDENTIFICATION:

Name: ____________________
Address: ____________________
Social Security Number: ____________________
Telephone Number: ____________________

### PERSONAL BACKGROUND:

Age: __________ Date of Birth: __________
Place of Birth: ____________________
Height: __________ Weight: __________
Health: ____________________
Marital Status: __________ Dependents: __________
Military Status: ____________________

### VOCATIONAL OBJECTIVE:

Position Wanted: ____________________
Type of Work I Would Like To Be Doing Ten Years From Now:
____________________
____________________

### EDUCATION:

College:

Name: __________ Year Graduated: __________
Address: __________ Degree Received: __________
City & State: ____________________
Major Area of Study: __________ Years Completed: __________

Vocational or Technical School:

Name: __________ Did you complete the program? __________
Address: __________ Hours of Training: __________
City & State: ____________________
Skill Area Studied: ____________________

High School:

Name: __________ Year Graduated: __________
Address: __________ Grade Completed: __________
City & State: ____________________
Areas of Concentration: ____________________
____________________

If you did not graduate from high school, have you received a GED (General Equivalency Diploma) Certificate? ______ Yes ______ No

If you quit high school before graduating, please explain why. ____________

Junior High School:

Name: ____________ Year Graduated: ____________
Address: ____________ Last Grade Completed: ______
City & State: ____________

Elementary School:

Name: ____________ Year Graduated: ____________
Address: ____________ Last Grade Completed: ______
City & State: ____________

WORK EXPERIENCE: (Begin with your most recent job.)

Name of Employer: ____________
Address: ____________
Street City State Zip Code
Dates Employed - From: ____________ To: ____________
Job Title (Position): ____________
Rate of Pay: ____________
Duties Performed: ____________
Reason for Leaving: ____________

Name of Employer: ____________
Address: ____________
Street City State Zip Code
Dates Employed - From: ____________ To: ____________
Job Title (Position): ____________
Rate of Pay: ____________
Duties Performed: ____________
Reason for Leaving: ____________

Name of Employer: ____________
Address: ____________
Street City State Zip Code
Dates Employed - From: ____________ To: ____________
Job Title (Position): ____________
Rate of Pay: ____________
Duties Performed: ____________
Reason for Leaving: ____________

REFERENCES:

Name: ______________________________________________
First Middle Last
Address: ______________________________________________
Street City State Zip Code
Telephone Number: ____________________ Position: ____________
Where Employed: ______________________________________________

Name: ______________________________________________
First Middle Last
Address: ______________________________________________
Street City State Zip Code
Telephone Number: ____________________ Position: ____________
Where Employed: ______________________________________________

Name: ______________________________________________
First Middle Last
Address: ______________________________________________
Street City State Zip Code
Telephone Number: ____________________ Position: ____________
Where Employed: ______________________________________________

Job Readiness Training Program
Information Sheet

Name: ______________________________
Lesson 4

## Sample Personal Resume

Top of Page

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## PERSONAL RESUME

### IDENTIFICATION:

Name: James Worker

Address: 1234 Main Street
Anniston, Alabama 36201

Social Security Number: 123-45-6789

Telephone Number: (205) 237-1977

### PERSONAL BACKGROUND:

Age: 30

Date of Birth: March 12, 1947

Place of Birth: Birmingham, Alabama

Height: 5' 10"

Weight: 165 lbs.

Health: Good

Marital Status: Married

Dependents: Four

Military Status: None

### VOCATIONAL OBJECTIVE:

Position Wanted: Machinist-Grinder

Type of Work I Would Like To Be Doing Ten Years From Now:

Ten years from now I would like to be a Tool and Die Maker or a Foreman in a machine shop.

EDUCATION:

TECHNICAL SCHOOL:

Certificate: 780 Hour Machinist Program

School: Knoxville Technical School
4321 N. Brown Boulevard
Knoxville, Tennessee 37900

Dates: June, 1970 - November, 1970

HIGH SCHOOL:

Diploma: Completed tenth grade in 1963

Concentrations: Mechanical Drawing, Machine Shop, and Science

School: Ensley High School
9521 Lesnik Lane
Birmingham, Alabama 35203

WORK EXPERIENCE:

Opportunity Center
217 West 13th Street
Anniston, Alabama 36201

From: January, 1975 to present
Duties: Valve Assembler

American Tool and Die Company
3628 S. Freeman Road
Knoxville, Tennessee 37900

From: August, 1970 to July, 1974
Duties: Assistant Tool and Die Maker

Acme Die Casting Company
1456 S. Helm Avenue
Knoxville, Tennessee 37900

From: March, 1964 to May, 1970
Duties: Laborer in Foundry

REFERENCES:

Name: Carl S. Lawrenz
Address: 3634 Wustum Avenue
Anniston, Alabama 36201
Telephone: 237-9136
Position: Minister
Calvary Baptist Church

Name: Robert A. Barofsky
Address: 3328 Cudahey Road
Knoxville, Tennessee 37900
Telephone: (629) 341-1800
Position: Foreman
American Tool and Die Company

Name: Will N. Wilson
Address: 1642 S. Melanie Road
Anniston, Alabama 36201
Telephone: 231-1911
Position: Shop Foreman
Opportunity Center

Lesson 5 - Completing an Application for Employment

Objectives:

1. To teach how to respond to an application for employment.
2. To explain how to evaluate an application after it has been filled out.

Outline:

I. Job Application Form
  A. Information Sheet: Important Points to Remember when Completing an Application for Employment
    1. Read instructions carefully and follow them
    2. Either print or write, but do not alternate (instructions usually state to print)
    3. Where signature is required, this means "write"
    4. Use a typewriter if it is possible
    5. Do not use any color besides blue or black when using an ink pen
    6. Completely answer questions as honestly as possible
    7. Put the word "None" if a question does not apply
    8. Have three good references
      a. People who will represent you and speak well of you
        1.) Achievements
        2.) Abilities
        3.) Personal background
        4.) Character
        5.) Education
        6.) Experience
        7.) Training
      b. Get permission from people before using them as references
      c. Acceptable references
        1.) Church - pastor, minister, or priest
        2.) School - teachers, principal, or counselor
        3.) Professionals - doctor, lawyer, or dentist
        4.) Previous employer
        5.) Friend of family
      d. People who should not be used as references
        1.) Relatives
        2.) Friends your own age (mainly if they are young and have not had much previous work experience)
      e. Information required for references
        1.) Complete name
        2.) Complete address (include zip code)
        3.) Telephone number (include area code if different than potential employer's)
        4.) Occupation
    9. Spell correctly
    10. Helpful miscellaneous information for completing an application
      a. Resume
      b. Social security card
      c. Birth certificate
      d. Driver's license
      e. Military records
      f. Training certificates

B. Information Sheet: Self-Evaluating Your Application for Employment

1. Did I follow instructions on the application form?
2. Are my responses neatly written?
3. Do my responses say what I want them to say?
4. Is my grammar, spelling, and punctuation correct?
5. Did I clearly present my qualifications?
6. Did I give accurate dates?
7. Did I give references who know some details about my background?
    a. Personal background
    b. Education
    c. Work experience
    d. Training
    e. Interests (hobbies)
    f. Personality (character)
8. Did people I specified as references give me permission to use their names?
9. Upon completing the application for employment, did I carefully read all responses to see if there were any errors or omissions?

II. Work Sheet: Application for Employment

Materials:

1. Information Sheet: Important Points to Remember when Completing an Application for Employment
2. Transparency: Important Points to Remember when Completing an Application for Employment
3. Information Sheet: Self-Evaluating Your Application for Employment
4. Transparency: Self-Evaluating Your Application for Employment
5. Work Sheet: Application for Employment
6. Transparency: Application for Employment

Job Readiness Training Program
Information Sheet

Name: ______________________________
Lesson 5

## Important Points to Remember when Completing an Application for Employment

1. Read instructions carefully and follow them
2. Either print or write, but do not alternate (instructions usually state to print)
3. Where signature is required, this means "write"
4. Use a typewriter if it is possible
5. Do not use any color besides blue or black when using an ink pen
6. Completely answer questions as honestly as possible
7. Put the word "None" if a question does not apply
8. Have three good references
    a. People who will represent you and speak well of you
        1.) Achievements
        2.) Abilities
        3.) Personal background
        4.) Character
        5.) Education
        6.) Experience
        7.) Training
    b. Get permission from people before using them as references
    c. Acceptable references
        1.) Church - pastor, minister, or priest
        2.) School - teachers, principal, or counselor
        3.) Professionals - doctor, lawyer, or dentist
        4.) Previous employer
        5.) Friend of family
    d. People who should not be used as references
        1.) Relatives
        2.) Friends your own age (mainly if they are young and have not had much previous work experience)
    e. Information required for references
        1.) Complete name
        2.) Complete address (include zip code)
        3.) Telephone number (include area code if different than potential employer's)
        4.) Occupation
9. Spell correctly
10. Helpful miscellaneous information for completing an application
    a. Resume
    b. Social security card
    c. Birth certificate
    d. Driver's license
    e. Military records
    f. Training certificates

Job Readiness Training Program
Information Sheet

Name: ____________________
Lesson 5

## Self-Evaluating Your Application for Employment

1. Did I follow instructions on the application form?
2. Are my responses neatly written?
3. Do my responses say what I want them to say?
4. Is my grammar, spelling, and punctuation correct?
5. Did I clearly present my qualifications?
6. Did I give accurate dates?
7. Did I give references who know some details about my background?
    a. Personal background
    b. Education
    c. Work experience
    d. Training
    e. Interests (hobbies)
    f. Personality (character)
8. Did people I specified as references give me permission to use their names?
9. Upon completing the application for employment, did I carefully read all responses to see if there were any errors or omissions?

Job Readiness Training Program
Work Sheet

Name: ______________________________
Lesson 5

## APPLICATION FOR EMPLOYMENT

Directions: Answer questions completely and accurately. Write the word "None" if a question does not pertain to you. Please print all responses, unless asked to do otherwise.

**Personal Data:**

Name: ______________________________________________
Last First Middle

Address: ______________________________________________
Street City State Zip Code

Telephone No.: ______________ Age: ________ Date of Birth: ____________
Mo. Day Yr.

Marital Status: Single ____ Married ____ Widowed ____ Divorced ____ Separated ____

Number of Dependents: __________

U.S. Citizen: ____ Yes ____ No

Height: ___________ Weight: ___________ Social Security No. ___________

**Background Information**

Do you have a driver's license? ____ Yes ____ No

Can you be bonded? ____ Yes ____ No

Have you ever been arrested? ____ Yes ____ No

If yes, please explain: ______________________________

______________________________________________

Were you in the military service? ____ Yes ____ No

If yes, what type of discharge did you receive? ______________________________

______________________________________________

Rate your general health: ____ Good ____ Fair ____ Poor

Rate your vision: ____ Good ____ Fair ____ Poor

Rate your hearing: ____ Good ____ Fair ____ Poor

Do you have any disabilities, handicaps, or diseases? ____ Yes ____ No If yes, please explain: ______________________________

______________________________________________

Have you ever received treatment for an emotional condition? ____ Yes ____ No

If yes, please explain: ______________________________

______________________________________________

Have you ever received Workman's Compensation? ____ Yes ____ No Number of days absent from work last year. (If unemployed, number of days you think you would have missed.) __________ Days

## Educational Background:

Elementary School:

Name: ______________________ Year Graduated: ______
Address: ____________________ Last Grade Completed: ______
City & State: ______________________________

Junior High School:

Name: ______________________ Year Graduated: ______
Address: ____________________ Last Grade Completed: ______
City & State: ______________________________

High School:

Name: ______________________ Year Graduated: ______
Address: ____________________ Grade Completed: ______
City & State: ______________________________
Areas of Concentration: ______________________________
______________________________________________

If you did not graduate from high school, have you received a GED (General Equivalency Diploma) Certificate? ____ Yes ____ No

If you quit high school before graduating, please explain why. __________
______________________________________________
______________________________________________
______________________________________________

Vocational or Technical School:

Name: __________________ Did you complete the program? ______
Address: ____________________ Hours of Training: ______
City & State: ______________________________
Skill Area Studied: ______________________________

College:

Name: ______________________ Year Graduated: ______
Address: ____________________ Degree Received: ______
City & State: ______________________________
Major Area of Study: ______________ Years Completed: ______

Work Experience: (Begin with your most recent job.)

Name of Employer:
Address:
Street City State Zip Code
Dates Employed - From: To:
Job Title (Position):
Rate of Pay:
Duties Performed:

Reason for Leaving:

Name of Employer:
Address:
Street City State Zip Code
Dates Employed - From: To:
Job Title (Position):
Rate of Pay:
Duties Performed:

Reason for Leaving:

Name of Employer:
Address:
Street City State Zip Code
Dates Employed - From: To:
Job Title (Position):
Rate of Pay:
Duties Performed:

Reason for Leaving:

Type of Work Wanted:

First Choice:

Second Choice:

References:

Directions: Persons listed as references should have known you for at least one year or more. Do not include relatives.

Name: ____________________________________________
Last First Middle
Address: __________________________________________
Street City State Zip Code
Telephone Number: ________________ Position: ________________
Where Employed: ____________________________________

Name: ____________________________________________
Last First Middle
Address: __________________________________________
Street City State Zip Code
Telephone Number: ________________ Position: ________________
Where Employed: ____________________________________

Name: ____________________________________________
Last First Middle
Address: __________________________________________
Street City State Zip Code
Telephone Number: ________________ Position: ________________
Where Employed: ____________________________________

To the best of my knowledge, I swear that all information presented in this application for employment is accurate and truthful. I hereby authorize this company to verify any or all of the above information. I understand that presentation of inaccurate information can result in my not being hired or in my release after being hired. I also understand that all new employees must successfully complete a written examination and a physical examination before being hired.

Signature: ______________________________ Date: ______________

## Lesson 6 - Application for Employment, Writing an Application Letter, and Employment Examinations

Objectives:

1. To teach how to write a letter of application for employment.
2. To teach helpful hints about taking employment examinations.

Outline:

I. Review "Application for Employment," Filmstrip and Cassette: RV12 - #5 THE WORLD OF WORK - Getting the Job (approx. 20 min.)

II. Continue completion of application for employment

III. Information Sheet: Letters of Application for Employment

- A. Important points to remember when completing a letter of application
    1. Leave proper margins on both sides of letter
    2. Begin letter approximately two inches from top of page
    3. Place your address in upper right hand corner of letter
    4. Date letter with today's date
    5. Leave space between date and company address
    6. Person (or job title) and company are first items which appear on left side of page
    7. Leave space after company address and salutation
    8. Use zip codes in addresses
    9. Use proper salutation
        - a. Dear Mr. Tesolowski:
        - b. Dear Sir:
        - c. Gentlemen:
    10. Use a colon (:) after salutation
    11. Each paragraph should represent a separate idea
    12. Leave a space between paragraphs
    13. Use a proper closing
        - a. Sincerely,
        - b. Yours truly,
    14. Leave space between closing and signature
    15. Place closing and signature in lower right hand corner of letter, but align them with address and date in upper right hand corner
    16. Neatly write your name and address in upper left hand corner of envelope
    17. Use complete name and address of company being written on letter and envelope
    18. Neatly write and properly space company name and address on envelope
    19. General appearance of a letter of application, including handwriting, spelling, and grammar, should impress a potential employer
- B. Information Sheet: A Help-Wanted Ad Published in the "Anniston Daily News" (See Lesson 2)
- C. Information Sheet: Sample Letter of Application for Employment

IV. Information Sheet: Helpful Hints for Employment Examinations

   A. Complete required identifying information
   B. Carefully read directions
   C. Be aware of time limit (if required)
   D. Rapidly observe test questions to determine which are most difficult
   E. Calculate approximately how much time can be spent on each question
   F. Carefully read every question which you attempt to answer
   G. Leave difficult questions which you cannot answer and return to them after completing other questions
   H. Try to relax
   I. Remember that your best effort is all that anyone can ask of you

Materials:

1. Filmstrip and cassette: RV12 - #5 - THE WORLD OF WORK - Getting the Job (approx. 20 min.)
2. Information Sheet: Letters of Application for Employment
3. Transparency: Letters of Application for Employment
4. Information Sheet: A Help-Wanted Ad Published in the "Anniston Daily News" (See Lesson 2)
5. Transparency: A Help-Wanted Ad Published in the "Anniston Daily News" (See Lesson 2)
6. Information Sheet: Sample Letter of Application for Employment
7. Transparency: Sample Letter of Application for Employment
8. Information Sheet: Addressing the Envelope When Writing a Letter of Application for Employment
9. Transparency: Addressing the Envelope When Writing a Letter of Application for Employment
10. Information Sheet: Helpful Hints for Employment Examinations
11. Transparency: Helpful Hints for Employment Examinations

Job Readiness Training Program
Information Sheet

Name: ______________________________
Lesson 6

## Letters of Application for Employment

1. Leave proper margins on both sides of letter.
2. Begin letter approximately two inches from top of page.
3. Place your address in upper right hand corner of letter.
4. Date letter with today's date.
5. Leave space between date and company address.
6. Person (or job title) and company are first items which appear on left side of page.
7. Leave space after company address and salutation.
8. Use zip codes in addresses.
9. Use proper salutation.
    a. Dear Mr. Tesolowski:
    b. Dear Sir:
    c. Gentlemen:
10. Use a colon (:) after salutation.
11. Each paragraph should represent a separate idea.
12. Leave a space between paragraphs.
13. Use a proper closing.
    a. Sincerely,
    b. Yours truly,
14. Leave space between closing and signature.
15. Place closing and signature in lower right hand corner of letter, but align them with address and date in upper right hand corner.
16. Neatly write your name and address in upper left hand corner of envelope.
17. Use complete name and address of company being written on letter and envelope.
18. Neatly write and properly space company name and address on envelope.
19. General appearance of a letter of application, including handwriting, spelling, and grammar, should impress a potential employer.

Job Readiness Training Program
Information Sheet

Name: ______________________________
Lesson 6

## Sample Letter of Application for Employment

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1234 Main Street
Anniston, Alabama 36201
May 16, 1977

Mr. Dennis Tesolowski
Personnel Manager
National Aluminum Company, Inc.
216 Petrie Avenue
Anniston, Alabama 36201

Dear Mr. Tesolowski:

This letter is in reference to the Machinist-Grinder position advertised in the Anniston Daily News on May 15, 1977.

I completed tenth grade, which included two years of industrial education, at Ensley High School, Birmingham, Alabama in 1963. I received a Certificate for completing a 26 week (780 hour) machinists program at Knoxville Technical School, Knoxville, Tennessee in 1969.

I worked as a laborer for six years at Acme Die Casting in Knoxville. I have also worked as an Assistant Tool and Die Maker for four years at American Tool and Die in Knoxville. During the past two and one-half years I have received on-the-job training and worked as a valve assembler at the Opportunity Center in Anniston. Mr. Will Wilson, Shop Foreman at the Opportunity Center, is presently my immediate supervisor. He has kindly permitted me to use his name as a reference.

I am available for immediate employment. Overtime work, including Saturday, will be welcomed.

I shall be happy to furnish you with further details about my personal background, education, work experience, and other references. I feel confident that I am capable of performing the quality of work required by your company. I would be pleased to come in for an interview anytime at your convenience. You may call me at 237-1977 anytime after 3:30 p.m. on weekdays or anytime on weekends.

Thank you for your consideration in this matter.

Sincerely,

James Worker

Job Readiness Training Program
Information Sheet

Name: ______________________________
Lesson 6

## Addressing the Envelope When Writing a Letter of Application for Employment

James Worker
1234 Main Street
Anniston, Alabama 36201

Mr. Dennis Tesolowski
Personnel Manager
National Aluminum Company, Inc.
216 Petrie Avenue
Anniston, Alabama 36201

Job Readiness Training Program
Information Sheet

Name: ______________________
Lesson 6

## Helpful Hints for Employment Examinations

1. Complete required identifying information.
2. Carefully read directions.
3. Be aware of time limit (if required).
4. Rapidly observe test questions to determine which are most difficult.
5. Calculate approximately how much time can be spent on each question.
6. Carefully read every question which you attempt to answer.
7. Leave difficult questions which you cannot answer and return to them after completing other questions.
8. Try to relax.
9. Remember that your best effort is all that anyone can ask of you.

## Lesson 7 - Using the Telephone to Contact an Employer, and Self-Evaluating Your Grooming for a Job Interview

Objectives:

1. To teach telephone techniques used to contact a potential employer for a job interview.
2. To provide guidelines regarding the self-evaluation of individual grooming before a job interview.

Outline:

- I. Information Sheet: Helpful Hints for Contacting a Potential Employer on the Telephone
  - A. Determine what you want to say before calling
  - B. Clearly identify yourself by giving your full name
  - C. Clearly identify who you would like to talk with (This will usually be a receptionist or secretary)
  - D. Speak in a cheerful and friendly voice
  - E. Speak in varying tones
  - F. Speak in an adequate loudness
  - G. Speak confidently in a businesslike and courteous manner
  - H. Upon getting the person who you want to talk with,
    - 1. Clearly identify yourself
    - 2. Clearly and concisely explain what you are calling about
  - I. Be an attentive (good) listener
  - J. Unexpected interruptions
    - 1. Excuse yourself
    - 2. Place the phone in a position that is as noiseless as possible
  - K. Be careful not to allow an interview to be conducted over the telephone
  - L. Closing the conversation
    - 1. Maintain the speed of your conversation when saying "Good-by" (Many people tend to hurry)
    - 2. Maintain the loudness of your voice (Many people tend to speak quieter)
    - 3. Say "Thank you" for any considerations which have been given you
    - 4. Carefully place the telephone receiver and transmitter in its holder

- II. Role Playing - Using the telephone to contact a potential employer for an interview

- III. Information Sheet: Job Interviews: Self-Evaluating Your Grooming
  - A. Did I take a shower or bath?
  - B. Did I wash my face?
  - C. Did I brush my teeth?
  - D. Did I freshen my mouth?
  - E. Are my clothes clean?
  - F. Are my clothes ironed or pressed?
  - G. Are my clothes appropriate for the interview? Too fancy or stylish?
  - H. Are my shoes clean and polished?
  - I. Is my hair clean and neatly styled?

J. Are my fingernails clean and trim?
K. Do I smell clean and fresh?
L. Do I appear extreme?
M. Do I appear pleasant and natural?
N. Do I have an appropriate amount of cosmetics and perfume on (girls)?
O. Am I comfortable?
P. Is my posture good?
Q. Was I pleased after carefully examining myself in a mirror?

IV. Filmstrip and Cassette: RV08 - YOUR JOB INTERVIEW

A. Part I - Pre-interview preparation (approx. 10 min.)
B. Part II - Dress and conduct for the interview (approx. 10 min.)

Materials:

1. Information Sheet: Helpful Hints for Contacting a Potential Employer on the Telephone
2. Transparency: Helpful Hints for Contacting a Potential Employer on the Telephone
3. Information Sheet: Job Interviews: Self-Evaluating Your Grooming
4. Transparency: Job Interviews: Self-Evaluating Your Grooming
5. Filmstrip and Cassette: RV08 - YOUR JOB INTERVIEW
   A. Part I - Pre-interview preparation (approx. 10 min.)
   B. Part II - Dress and conduct for the interview (approx. 10 min.)

Job Readiness Training Program
Information Sheet

Name: ______________________
Lesson 7

## Helpful Hints for Contacting a Potential Employer on the Telephone

1. Determine what you want to say before calling.
2. Clearly identify yourself by giving your full name.
3. Clearly identify who you would like to talk with. (This will usually be a receptionist or secretary.)
4. Speak in a cheerful and friendly voice.
5. Speak in varying tones.
6. Speak in an adequate loudness.
7. Speak confidently in a businesslike and courteous manner.
8. Upon getting the person who you want to talk with.
    a. Clearly identify yourself.
    b. Clearly and concisely explain what you are calling about.
9. Be an attentive (good) listener.
10. Unexpected interruptions.
    a. Excuse yourself.
    b. Place the phone in a position that is as noiseless as possible.
11. Be careful not to allow an interview to be conducted over the telephone.
12. Closing the conversation.
    a. Maintain the speed of your conversation when saying "Good-by." (Many people tend to hurry.)
    b. Maintain the loudness of your voice. (Many people tend to speak quieter.)
    c. Say "Thank you" for any considerations which have been given you.
    d. Carefully place the telephone receiver and transmitter in its holder.

Job Readiness Training Program
Information Sheet

Name: ______________________________
Lessons 7 & 14

## Job Interviews: Self-Evaluating Your Grooming

1. Did I take a shower or bath?
2. Did I wash my face?
3. Did I brush my teeth?
4. Did I freshen my mouth?
5. Are my clothes clean?
6. Are my clothes ironed or pressed?
7. Are my clothes appropriate for the interview? Too fancy or stylish?
8. Are my shoes clean and polished?
9. Is my hair clean and neatly styled?
10. Are my fingernails clean and trim?
11. Do I smell clean and fresh?
12. Do I appear extreme?
13. Do I appear pleasant and natural?
14. Do I have an appropriate amount of cosmetics and perfume on (girls)?
15. Am I comfortable?
16. Is my posture good?
17. Was I pleased after carefully examining myself in a mirror?

## Lesson 8 - Behaviors that are Acceptable or Unacceptable for an Individual During a Job Interview and Special Concerns of the Disabled

Objectives:

1. To teach acceptable job interview behaviors.
2. To teach unacceptable job interview behaviors.
3. To explain special concerns of disabled individuals during job interviews.

Outline:

I. Exhibiting acceptable or unacceptable behaviors in a job interview
    A. Information Sheet: Job Interviews: Exhibiting Acceptable Behaviors
        1. Be well groomed
        2. Wear appropriate clothing
        3. Remove your hat upon entering the office
        4. Arrive at least 10 minutes early
        5. Give your full name to the receptionist or secretary
        6. Indicate your eagerness by walking briskly
        7. Introduce yourself when meeting the interviewer
        8. Refer to the interviewer by name
        9. Give a firm handshake after being offered the interviewer's hand
        10. Remain standing until asked to sit down
        11. Be an alert and attentive listener
        12. Act interested
        13. Speak clearly and distinctly
        14. Speak in a loud enough voice
        15. Maintain good posture when standing or sitting
        16. Indicate that you are interested in the job for which you are applying
        17. Allow the interviewer to control the interview by leading the discussion
        18. Directly answer all questions (use good judgment if you think a question is too personal)
        19. Use correct grammar and answer questions completely
        20. Give accurate, honest answers
        21. Occasionally say "Yes, Sir" or "No, Sir"
        22. Present certificates or documents when asked to verify facts
        23. Speak in the best English you are capable of
        24. Be courteous
        25. Maintain eye contact
        26. Stress your qualifications for the job
        27. Describe your disability
        28. Look pleasant and smile periodically
        29. Maintain your poise
        30. Act natural by being yourself
        31. Maintain a relatively serious attitude
        32. Realistically discuss wages, if the interviewer mentions them first
        33. Record the date, time, and place to report, if asked to return for another interview

34. Exhibit confidence in yourself
35. Verbally indicate that you are a positive thinker
36. Say "thank you" when the interview has ended
37. Ask good questions, if given the opportunity
38. Try to be relaxed
39. Indicate that you are a kind person
40. Stand when the employer stands after the interview has ended
41. Give a firm handshake, if the interviewer offers his hand at the end of the interview (especially if you had a handshake at the beginning of the interview)
42. Let the interviewer know that you are interested in the company by discussing the services provided or products made
43. Demonstrate to the employer that you can function independently

B. Information Sheet: Job Interviews: Exhibiting Unacceptable Behaviors

1. Referring to yourself as Mr., Mrs., Miss, or Ms.
2. Using profane language
3. Using slang
4. Acting like someone besides yourself
5. Exphasizing how much you need the job
6. Bringing a friend or relative with you
7. Interrupting the interviewer
8. Indicating that you are restless by moving about in your chair
9. Indicating that you are nervous
10. Criticizing former employers or co-workers
11. Being negative or critical about any subject
12. Discussing personal, family, or money problems (unless specifically asked)
13. Touching the interviewer's desk or anything on it
14. Sitting down before you have been invited to do so
15. Giving a sloppy handshake
16. Using poor posture while sitting or standing
17. Acting friendlier than is appropriate
18. Giving false answers
19. Giving unimportant excuses
20. Initiating a discussion about wages, working conditions, holiday and vacation policies, and hours of work (unless you have been asked to take the job)
21. Slowly walking into the interview
22. Expressing the idea that you are the most important
23. Telling jokes
24. Reading personal property on the interviewer's desk
25. Smoking during or right before the interview
26. Having the odor of liquor on your breath
27. Having anything in your mouth
28. Wearing sunglasses
29. Not wearing your prescription eyeglasses if you need them
30. Attending an interview when it is obvious that you are sick
31. Wearing emblems or decals on your clothing
32. Asking unimportant questions
33. Stressing your disability
34. Talking to anyone who enters the room

## II. Information Sheet: Job Interviews: Special Concerns of Disabled Individuals

- A. What employers often think
  - 1. Consider individuals' limitations, instead of their abilities
  - 2. Worry about accidents
  - 3. Worry about rates they pay for insurance
- B. Behaviors which disabled individuals can exhibit during the interview
  - 1. Discuss the disability early in the interview, especially if it is visually apparent
    - a. Use clear, easy to understand terms
    - b. Do not use medical or psychological jargon
    - c. Explain your disability in such a way that the interviewer knows you can do the job
    - d. Try to describe your problem with positive qualities
    - e. Describe how the disability occurred
      - 1.) Congenital
      - 2.) Accidental injury
        - a.) A long time ago
        - b.) Recently
      - 3.) Disease
    - f. Describe any physical limitations
      - 1.) Standing
      - 2.) Sitting
      - 3.) Walking
      - 4.) Lifting
      - 5.) Visual
      - 6.) Hearing
      - 7.) Speech
      - 8.) Breathing
        - a.) Allergies
        - b.) Out-of-breath
      - 9.) Coordination
        - a.) Eye-hand
        - b.) Eye-foot
      - 10.) Finger dexterity
        - a.) Fine
        - b.) Gross
    - g. Describe the condition of your disability
      - 1.) Improving
      - 2.) Not changing
      - 3.) Progressive (rate at which it is getting worse)
  - 2. Discuss how you have been able to compensate for your disability
  - 3. Discuss your good vocational record
    - a. Few days missed due to illness
    - b. Arrive early for work
    - c. Present facts about quantity and quality of previous work
  - 4. Discuss your reliable source of transportation or your ability to drive
  - 5. Demonstrate special skills you have developed to compensate for your disability
    - a. Use of prosthetic devices
    - b. Use of wheelchair
    - c. Other unique skills

6. Discuss architectural barriers, if they are going to be a problem
   a. Doorways
   b. Curbs
   c. Stairs
   d. Elevators
   e. Parking spaces near place of work

C. Always stress your abilities and qualifications, not your limitations, regardless of your disability
   1. Face reality and discuss the problem
   2. Stress positive aspects which you have learned to use to compensate for your disability

D. Discuss your vocational objectives
   1. Short-term
   2. Intermediate
   3. Long-range

E. Discuss specific experiences which you have had that better enable you to perform the job which you are seeking
   1. Personal
   2. Educational
   3. Work experience
   4. Training

F. Use references who will present your disability as favorably as possible

Materials:

1. Information Sheet: Job Interviews: Exhibiting Acceptable Behaviors
2. Transparency: Job Interviews: Exhibiting Acceptable Behaviors
3. Information Sheet: Job Interviews: Exhibiting Unacceptable Behaviors
4. Transparency: Job Interviews: Exhibiting Unacceptable Behaviors
5. Information Sheet: Job Interviews: Special Concerns of Individuals with Disabilities
6. Transparency: Job Interviews: Special Concerns of Individuals with Disabilities

Job Readiness Training Program
Information Sheet

Name: ______________________
Lesson 8

## Job Interviews: Exhibiting Acceptable Behaviors

1. Be well groomed.
2. Wear appropriate clothing.
3. Remove your hat upon entering the office.
4. Arrive at least 10 minutes early.
5. Give your full name to the receptionist or secretary.
6. Indicate your eagerness by walking briskly.
7. Introduce yourself when meeting the interviewer.
8. Refer to the interviewer by name.
9. Give a firm handshake after being offered the interviewer's hand.
10. Remain standing until asked to sit down.
11. Be an alert and attentive listener.
12. Act interested.
13. Speak clearly and distinctly.
14. Speak in a loud enough voice.
15. Maintain good posture when standing or sitting.
16. Indicate that you are interested in the job for which you are applying.
17. Allow the interviewer to control the interview by leading the discussion.
18. Directly answer all questions (use good judgement if you think a question is too personal).
19. Use correct grammar and answer questions completely.
20. Give accurate, honest answers.
21. Occasionally say "Yes, Sir" or "No, Sir."
22. Present certificates or documents when asked to verify facts.
23. Speak in the best English you are capable of.
24. Be courteous.
25. Maintain eye contact.
26. Stress your qualifications for the job.
27. Describe your disability.
28. Look pleasant and smile periodically.
29. Maintain your poise.
30. Act natural by being yourself.
31. Maintain a relatively serious attitude.
32. Realistically discuss wages, if the interviewer mentions them first.
33. Record the date, time, and place to report, if asked to return for another interview.
34. Exhibit confidence in yourself.
35. Verbally indicate that you are a positive thinker.
36. Say "thank you" when the interview has ended.
37. Ask good questions, if given the opportunity.
38. Try to be relaxed.
39. Indicate that you are a kind person.
40. Stand when the employer stands after the interview has ended.
41. Give a firm handshake, if the interviewer offers his hand at the end of the interview (especially if you had a handshake at the beginning of the interview).
42. Let the interviewer know that you are interested in the company by discussing the services provided or products made.
43. Demonstrate to the employer that you can function independently.

Job Readiness Training Program
Information Sheet

Name: ______________________________
Lesson 8

## Job Interviews: Exhibiting Unacceptable Behaviors

1. Referring to yourself as Mr., Mrs., Miss, or Ms.
2. Using profane language.
3. Using slang.
4. Acting like someone besides yourself.
5. Emphasizing how much you need the job.
6. Bringing a friend or relative with you.
7. Interrupting the interviewer.
8. Indicating that you are restless by moving about in your chair.
9. Indicating that you are nervous.
10. Criticizing former employers or co-workers.
11. Being negative or critical about any subject.
12. Discussing personal, family, or money problems (unless specifically asked).
13. Touching the interviewer's desk or anything on it.
14. Sitting down before you have been invited to do so.
15. Giving a sloppy handshake.
16. Using poor posture while sitting or standing.
17. Acting friendlier than is appropriate.
18. Giving false answers.
19. Giving unimportant excuses.
20. Initiating a discussion about wages, working conditions, holiday and vacation policies, and hours of work (unless you have been asked to take the job).
21. Slowly walking into the interview.
22. Expressing the idea that you are the most important.
23. Telling jokes.
24. Reading personal property on the interviewer's desk.
25. Smoking during or right before the interview.
26. Having the odor of liquor on your breath.
27. Having anything in your mouth.
28. Wearing sunglasses.
29. Not wearing your prescription eyeglasses if you need them.
30. Attending an interview when it is obvious that you are sick.
31. Wearing emblems or decals on your clothing.
32. Asking unimportant questions.
33. Stressing your disability.
34. Talking to anyone who enters the room.

Job Readiness Training Program
Information Sheet

Name: ______________________________
Lesson 8

## Job Interviews: Special Concerns of Disabled Individuals

1. What employers often think
    - A. Consider individuals' limitations, instead of their abilities
    - B. Worry about accidents
    - C. Worry about rates they pay for insurance
2. Behaviors which disabled individuals can exhibit during the interview
    - A. Discuss the disability early in the interview, especially if it is visually apparent
        - 1.) Use clear, easy to understand terms
        - 2.) Do not use medical or psychological jargon
        - 3.) Explain your disability in such a way that the interviewer knows you can do the job
        - 4.) Try to describe your problem with positive qualities
        - 5.) Describe how the disability occurred
            - a.) Congenital
            - b.) Accidental injury
                - (1) A long time ago
                - (2) Recently
            - c.) Disease
        - 6.) Describe any physical limitations
            - a.) Standing
            - b.) Sitting
            - c.) Walking
            - d.) Lifting
            - e.) Visual
            - f.) Hearing
            - g.) Speech
            - h.) Breathing
                - (1) Allergies
                - (2) Out-of-breath
            - i.) Coordination
                - (1) Eye-hand
                - (2) Eye-foot
            - j.) Finger dexterity
                - (1) Fine
                - (2) Gross
        - 7.) Describe the condition of your disability
            - a.) Improving
            - b.) Not changing
            - c.) Progressive (rate at which it is getting worse)
        - 8.) Discuss how you have been able to compensate for your disability
        - 9.) Discuss your good vocational record
            - a.) Few days missed due to illness
            - b.) Arrive early for work
            - c.) Present facts about quantity and quality of previous work

    10.) Discuss your reliable source of transportation or your ability to drive
    11.) Demonstrate special skills you have developed to compensate for your disability
        a.) Use of prosthetic devices
        b.) Use of wheelchair
        c.) Other unique skills
    12.) Discuss architectural barriers, if they are going to be a problem
        a.) Doorways
        b.) Curbs
        c.) Stairs
        d.) Elevators
        e.) Parking spaces near place of work

3. Always stress your abilities and qualifications, not your limitations, regardless of your disability
    A. Face reality and discuss the problem
    B. Stress positive aspects which you have learned to use to compensate for your disability
4. Discuss your vocational objectives
    A. Short-term
    B. Intermediate
    C. Long-range
5. Discuss specific experiences which you have had that better enable you to perform the job which you are seeking
    A. Personal
    B. Educational
    C. Work experience
    D. Training
6. Use references who will present your disability as favorably as possible

## Lesson 9 - Questions Which Are Asked During Job Interviews and Role Playing Simulated Job Interviews

Objectives:

1. To explore questions which are frequently asked in job interviews.
2. To provide simulated job interviewing experiences.

Outline:

I. Information Sheet: Job Interviews: Questions Which Are Often Asked
  A. Personal background (identification)
    1. What information can you give me about yourself?
    2. Where do you live?
    3. How long have you lived there?
    4. What are your favorite hobbies?
    5. What is your military status?
    6. How old are you?
    7. What civic or community activities have you participated in?
    8. Do you think these activities are worthwhile?
    9. Do you like people?
    10. Do you have many friends?
    11. What do you do with your spare time?
    12. What things do you do best?
    13. Are there things that you do not like to do?
    14. How do you like to spend your vacations?
    15. How much television do you watch?
    16. Have you ever been arrested?
    17. Have you ever been in jail?
    18. Do you have any health problems?
    19. Have you ever received treatment for an emotional or mental condition?
  B. Education
    1. What high school (elementary school) did you attend?
    2. Did you graduate from high school?
    3. Did you get any special training in high school?
    4. What courses were your favorites?
    5. What courses did you dislike most?
    6. Did you participate in any extracurricular activities?
    7. Did you have to miss much school?
    8. What was the last year of school which you completed?
    9. Did you have many friends?
    10. How many of your teachers were good?
    11. What can you tell me about your favorite teacher?
  C. Skill training
    1. Have you attended vocational or technical school?
    2. Have you participated in any manpower training programs?
    3. What vocational skills do you possess?
    4. What machinery can you operate?
    5. Have you had any on-the-job training?
    6. Did you receive any vocational training in high school?
    7. Have you developed any vocational skills from your hobbies?

D. Work experience or work related
   1. Have you held any part-time jobs?
   2. Have you held any full-time jobs?
   3. What duties did you perform on your job?
   4. Did you like your job?
   5. How much money were you making?
   6. Why did you leave that job?
   7. How much do you expect to be paid on this job?
   8. Do you believe that you can perform the duties required on this job?
   9. Where did you learn about this job opening?
   10. How long did you work with that company?
   11. Do you want a temporary or permanent job?
   12. Did you like your last supervisor?
   13. Did you and your employer get along well?
   14. What can you tell me about the co-workers on your last job?
   15. Do you prefer to work alone or with other people?
   16. What are your long-range vocational plans?
   17. Have you learned anything from your past jobs?
   18. What kind of an immediate supervisor do you prefer?
   19. Are you willing to move to another city or state if the company asks you to?
   20. What did you most like about that job?
   21. What did you like the least about that job?

E. Vocational interests
   1. What advantages are there in working for this company?
   2. Does this job have any disadvantages?
   3. What type of work do you want to do?
   4. What job would you least like to do?
   5. How can you benefit our company?
   6. What can you tell me about our products? Or services?
   7. How did you become interested in this type of work?
   8. What do you know about our company?
   9. What are your qualifications for this job?
   10. What would you do if you could have any job in our company?
   11. How much money would you like to make?
   12. Are you willing to begin working for minimum wage?

II. Motion Picture: MP27 - JOB INTERVIEW: WOMEN (17 min.)

III. Job interviews (role playing)

A. Interview each individual
   1. Ask for volunteers
   2. Round robin

B. Instructor will be the interviewer
   1. Maintain ten minute time limit on interviews
   2. Interviews will be adapted from Job Interviews: Questions Which Are Often Asked

C. Record interviews or video tape (VTR)
   1. Group playback
   2. Discuss interviews
   3. Feedback

D. Begin a second set of interviews
   1. Ask for volunteers
   2. Round robin (depending on time)

Materials:

1. Information Sheet: Job Interviews: Questions Which Are Often Asked
2. Transparency: Job Interviews: Questions Which Are Often Asked
3. Motion Picture: MP27 - JOB INTERVIEW: WOMEN (17 min.)
4. Video tape recordings (VTR)

Job Readiness Training Program
Information Sheet

Name: ______________________________
Lessons 9, 10, & 11

## Job Interviews: Questions Which Are Often Asked

A. Personal Background (identification)
   1. What information can you give me about yourself?
   2. Where do you live?
   3. How long have you lived there?
   4. What are your favorite hobbies?
   5. What is your military status?
   6. How old are you?
   7. What civic or community activities have you participated in?
   8. Do you think these activities are worthwhile?
   9. Do you like people?
   10. Do you have many friends?
   11. What do you do with your spare time?
   12. What things do you do best?
   13. Are there things that you do not like to do?
   14. How do you like to spend your vacations?
   15. How much television do you watch?
   16. Have you ever been arrested?
   17. Have you ever been in jail?
   18. Do you have any heatlh problems?
   19. Have you ever received treatment for an emotional or mental condition?

B. Education
   1. What high school (elementary school) did you attend?
   2. Did you graduate from high school?
   3. Did you get any special training in high school?
   4. What courses were your favorites?
   5. What courses did you dislike most?
   6. Did you participate in any extracurricular activities?
   7. Did you have to miss much school?
   8. What was the last year of school which you completed?
   9. Did you have many friends?
   10. How many of your teachers were good?
   11. What can you tell me about your favorite teacher?

C. Skill training
   1. Have you attended vocational or technical school?
   2. Have you participated in any manpower training programs?
   3. What vocational skills do you possess?
   4. What machinery can you operate?
   5. Have you had any on-the-job training?
   6. Did you receive any vocational training in high school?
   7. Have you developed any vocational skills from your hobbies?

D. Work experience or work related
  1. Have you held any part-time jobs?
  2. Have you held any full-time jobs?
  3. What duties did you perform on your job?
  4. Did you like your job?
  5. How much money were you making?
  6. Why did you leave that job?
  7. How much do you expect to be paid on this job?
  8. Do you believe that you can perform the duties required on this job?
  9. Where did you learn about this job opening?
  10. How long did you work with that company?
  11. Do you want a temporary or permanent job?
  12. Did you like your last supervisor?
  13. Did you and your employer get along well?
  14. What can you tell me about the co-workers on your last job?
  15. Do you prefer to work alone or with other people?
  16. What are your long-range vocational plans?
  17. Have you learned anything from your past jobs?
  18. What kind of an immediate supervisor do you prefer?
  19. Are you willing to move to another city or state if the company asks you to?
  20. What did you most like about that job?
  21. What did you like the least about that job?

E. Vocational interests
  1. What advantages are there in working for this company?
  2. Does this job have any disadvantages?
  3. What type of work do you want to do?
  4. What job would you least like to do?
  5. How can you benefit our company?
  6. What can you tell me about our products? Or services?
  7. How did you become interested in this type of work?
  8. What do you know about our company?
  9. What are your qualifications for this job?
  10. What would you do if you could have any job in our company?
  11. How much money would you like to make?
  12. Are you willing to begin working for minimum wage?

## Lesson 10 - Role Playing Simulated Job Interviews

Objectives:

1. To provide simulated job interviewing experiences.

Outline: (Continuation of Lesson 9)

- I. Job Interviews (role playing)
  - A. Interview each individual
    - 1. Ask for volunteers
    - 2. Round robin
  - B. Instructor will be the interviewer
    - 1. Maintain ten minute time limit on interviews
    - 2. Interviews will be adapted from Job Interviews: Questions Which Are Often Asked
  - C. Record interviews or video tape (VTR)
    - 1. Group playback
    - 2. Discuss interviews
    - 3. Feedback
  - D. Begin a second set of interviews
    - 1. Ask for volunteers
    - 2. Round robin (depending on time)

Materials:

1. Information Sheet: Job Interviews: Questions Which Are Often Asked (See Lesson 9)
2. Transparency: Job Interviews: Questions Which Are Often Asked (See Lesson 9)
3. Video tape recordings (VTR)

## Lesson 11 - Role Playing Simulated Job Interviews and Introduction to Maintaining or Keeping a Job After You Have It

Objectives:

1. To provide simulated job interviewing experiences.

Outline: (continuation of Lesson 9)

- I. Job Interviews (role playing)
  - A. Interview each individual
    - 1. Ask for volunteers
    - 2. Round robin
  - B. Instructor will be the interviewer
    - 1. Maintain ten minute time limit on interviews
    - 2. Interviews will be adapted from Job Interviews: Questions Which Are Often Asked
  - C. Record interviews or video tape (VTR)
    - 1. Group playback
    - 2. Discuss interviews
    - 3. Feedback
  - D. Begin a second set of interviews
    - 1. Ask for volunteers
    - 2. Round robin (depending on time)
- II. Keeping or maintaining a job after you have obtained it
  Motion Picture: MP33 - YOUR JOB: FITTING IN (16 min.)

Materials:

1. Information Sheet: Job Interviews: Questions Which Are Often Asked (See Lesson 9)
2. Transparency: Job Interviews: Questions Which Are Often Asked (See Lesson 9)
3. Video tape recordings (VTR)
4. Motion Picture: MP33 - YOUR JOB: FITTING IN (16 min.)

Lesson 12 - Unacceptable Behaviors Which You Should Not Exhibit on the Job

Objectives:

1. To teach unacceptable job behaviors.
2. To suggest what not to say to an employer.

Outline:

I. Keeping or maintaining a job after you have obtained it
    A. Work Sheet: Maintaining Your Job: Exhibiting Unacceptable Behaviors
        1. Individuals list as many bad work behaviors as they can think of
        2. Group discussion to compile individual ideas
    B. Information Sheet: Maintaining Your Job: Exhibiting Unacceptable Behaviors
        1. Frequently missing work
        2. Arriving late for your job
        3. Being extremely friendly with your supervisor
        4. Being extremely aggressive with your supervisor or co-workers
        5. Talking to your supervisor or co-workers when they do not want to be bothered
        6. Expressing anger when your work is constructively criticized
        7. Allowing your emotions to affect your work
        8. Treating co-workers unfairly
        9. Taking full credit for a group effort
        10. Breaking company rules and policies
        11. Always trying to be the first person out of the building after work
        12. Expressing superiority to your supervisor or co-workers
        13. Allowing comments or criticisms about your work to become personal
        14. Indicating that you are more important than anyone or anything else concerned with your job
        15. Always trying to gain personal advantages
        16. Asking your supervisor a lot of unnecessary questions
        17. Verbally or non-verbally telling your supervisor or co-workers that you are smarter or have a better education than them
        18. Taking problems to higher management than your immediate supervisor
        19. Being extremely sensitive to comments made by your supervisor or co-workers
        20. Always making excuses when problems arise
        21. Continually complaining and finding faults with everything
        22. Blaming co-workers for your mistakes
        23. Doing personal tasks during work hours, such as reading magazines or writing letters
        24. Being extremely critical of your supervisor, co-workers, or the company you work for
        25. Trying to learn co-workers jobs before you know your own
        26. Constantly complaining about anything associated with your job
        27. Constantly watching the clock while working
        28. Frequently being unhappy while working
        29. Ignoring safety rules

II. Tape Recording: TR95 - #6 THE WORLD OF WORK I - The Magic Words That Get You Fired (approx. 15 min.)

Materials:

1. Work Sheet: Maintaining Your Job: Exhibiting Unacceptable Behaviors
2. Information Sheet: Maintaining Your Job: Exhibiting Unacceptable Behaviors
3. Transparency: Maintaining Your Job: Exhibiting Unacceptable Behaviors
4. Tape Recording: TR95 - #6 THE WORLD OF WORK I - The Magic Words That Get You Fired (approx. 15 min.)

Job Readiness Training Program
Work Sheet

Name: ____________________
Lesson 12

## Maintaining Your Job: Exhibiting Unacceptable Behaviors

1. ____________________
2. ____________________
3. ____________________
4. ____________________
5. ____________________
6. ____________________
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11. ____________________
12. ____________________
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14. ____________________
15. ____________________
16. ____________________
17. ____________________
18. ____________________
19. ____________________
20. ____________________

Job Readiness Training Program
Information Sheet

Name: ______________________________
Lesson 12

## Maintaining Your Job: Exhibiting Unacceptable Behaviors

1. Frequently missing work.
2. Arriving late for your job.
3. Being extremely friendly with your supervisor.
4. Being extremely aggressive with your supervisor or co-workers.
5. Talking to your supervisor or co-workers when they do not want to be bothered.
6. Expressing anger when your work is constructively criticized.
7. Allowing your emotions to affect your work.
8. Treating co-workers unfairly.
9. Taking full credit for a group effort.
10. Breaking company rules and policies.
11. Always trying to be the first person out of the building after work.
12. Expressing superiority to your supervisor or co-workers.
13. Allowing comments or criticisms about your work to become personal.
14. Indicating that you are more important than anyone or anything else concerned with your job.
15. Always trying to gain personal advantages.
16. Asking your supervisor a lot of unnecessary questions.
17. Verbally or non-verbally telling your supervisor or co-workers that you are smarter or have a better education than them.
18. Taking problems to higher management than your immediate supervisor.
19. Being extremely sensitive to comments made by your supervisor or co-workers.
20. Always making excuses when problems arise.
21. Continually complaining and finding faults with everything.
22. Blaming co-workers for your mistakes.
23. Doing personal tasks during work hours, such as reading magazines or writing letters.
24. Being extremely critical of your supervisor, co-workers, or the company you work for.
25. Trying to learn co-workers jobs before you know your own.
26. Constantly complaining about anything associated with your job.
27. Constantly watching the clock while working.
28. Frequently being unhappy while working.
29. Ignoring safety rules.

## Lesson 13 - Acceptable Behaviors Which You Should Exhibit on the Job and Good Work Habits

Objectives:

1. To teach acceptable job behaviors.
2. To teach good work habits.

Outline:

I. Keeping or maintaining a job after you have gotten it
    A. Work Sheet: Maintaining Your Job: Exhibiting Acceptable Behaviors
        1. Individuals list as many good work behaviors as they can think of
        2. Group discussion to compile individual ideas
    B. Information Sheet: Maintaining Your Job: Exhibiting Acceptable Behaviors
        1. Always arrive 15 minutes before you are expected to begin your job
        2. Attend work on a regular basis
        3. Promptly return to your job after the lunch period has ended
        4. Promptly return to your job after your break or rest period has ended
        5. Carefully listen to instructions given by your supervisor or co-workers
        6. Ask well thought out questions when you do not understand (especially if you must question your supervisor)
        7. Maintain good grooming habits
        8. Getting plenty of rest will better enable you to be active and friendly on the job
        9. Look for additional work
        10. Remain at your work station
        11. Keep busy
        12. Exhibit patience
        13. Inform your supervisor of your progress
        14. Verbally express positive attitudes to your supervisor and co-workers
        15. Systematically conduct your work tasks
        16. Plan ahead and know what tasks you are going to do before you get to work
        17. Learn company policies and rules
        18. Constantly do the best job possible
        19. Do more work than is expected of you
        20. Refer to your supervisor and co-workers by name
        21. Be as agreeable as possible when talking to your supervisor or co-workers
        22. Observe how co-workers perform tasks which you are doing
        23. Exhibit friendly, cheerful, and courteous behaviors
        24. Be sensitive and understand your co-workers' feelings
        25. Be concerned about the quality of your work
        26. Be concerned about the amount of work which you are producing
        27. Respect your supervisor

II. Motion Picture: MP35 - YOUR JOB: GOOD WORK HABITS (13 min.)

Materials:

1. Work Sheet: Maintaining Your Job: Exhibiting Acceptable Behaviors
2. Information Sheet: Maintaining Your Job: Exhibiting Acceptable Behaviors
3. Transparency: Maintaining Your Job: Exhibiting Acceptable Behaviors
4. Motion Picture: MP35 - YOUR JOB: GOOD WORK HABITS (13 min.)

Job Readiness Training Program
Work Sheet

Name: ______________________________
Lesson 13

## Maintaining Your Job: Exhibiting Acceptable Behaviors

1. ______________________________
2. ______________________________
3. ______________________________
4. ______________________________
5. ______________________________
6. ______________________________
7. ______________________________
8. ______________________________
9. ______________________________
10. ______________________________
11. ______________________________
12. ______________________________
13. ______________________________
14. ______________________________
15. ______________________________
16. ______________________________
17. ______________________________
18. ______________________________
19. ______________________________
20. ______________________________

Job Readiness Training Program
Information Sheet

Name: ______________________
Lesson 13

## Maintaining Your Job: Exhibiting Acceptable Behaviors

1. Always arrive 15 minutes before you are expected to begin your job.
2. Attend work on a regular basis.
3. Promptly return to your job after the lunch period has ended.
4. Promptly return to your job after your break or rest period has ended.
5. Carefully listen to instructions given by your supervisor or co-workers.
6. Ask well thought out questions when you do not understand (especially if you must question your supervisor).
7. Maintain good grooming habits.
8. Getting plenty of rest will better enable you to be active and friendly on the job.
9. Look for additional work.
10. Remain at your work station.
11. Keep busy.
12. Exhibit patience.
13. Inform your supervisor of your progress.
14. Verbally express positive attitudes to your supervisor and co-workers.
15. Systematically conduct your work tasks.
16. Plan ahead and know what tasks you are going to do before you get to work.
17. Learn company policies and rules.
18. Constantly do the best job possible.
19. Do more work than is expected of you.
20. Refer to your supervisor and co-workers by name.
21. Be as agreeable as possible when talking to your supervisor or co-workers.
22. Observe how co-workers perform tasks which you are doing.
23. Exhibit friendly, cheerful, and courteous behaviors.
24. Be sensitive and understand your co-workers' feelings.
25. Be concerned about the quality of your work.
26. Be concerned about the amount of work which you are producing.
27. Respect your supervisor.

## Lesson 14 - Good Grooming on the Job, Seven Vital Worker Characteristics that Employers often Rate, and Getting Along with Your Boss

Objectives:

1. To explore appropriate grooming habits on the job.
2. To explain the good and bad aspects of seven worker characteristics frequently rated by employers.
3. To teach how to have a good working relationship with your boss.

Outline:

I. Good grooming habits on the job
  A. Brief review of Lesson 7, see Information Sheet: Job Interviews: Self-Evaluating Your Grooming (See Lesson 7)
  B. Discuss essential grooming habits after getting the job

II. Employees are frequently rated on seven vital characteristics
  A. Filmstrip and cassette: RV12 - #10 THE WORLD OF WORK: Seven Fatal Sins (approx. 10 min.)
  B. Filmstrip and cassette: RV12 - #11 THE WORLD OF WORK: Seven Vital Virtues (approx. 15 min.)
  C. Information Sheet: Maintaining Your Job: Seven Worker Characteristics Rated by Employers
    1. Honest vs. Dishonest
    2. Reliable vs. Unreliable
    3. Cheerful vs. Hostile
    4. Diligent vs. Lazy
    5. Enthusiastic vs. Careless
    6. Cooperative vs. Uncooperative
    7. Loyal vs. Disloyal

III. Motion Picture: MP34 - YOUR JOB: YOU AND YOUR BOSS (15 min.)

Materials:

1. Information Sheet: Job Interviews: Self-Evaluating Your Grooming (See Lesson 7)
2. Transparency: Job Interviews: Self-Evaluating Your Grooming (See Lesson 7)
3. Filmstrip and cassette: RV12 - #10 THE WORLD OF WORK: Seven Fatal Sins (approx. 10 min.)
4. Filmstrip and cassette: RV12 - #11 THE WORLD OF WORK: Seven Vital Virtues (approx. 15 min.)
5. Information Sheet: Maintaining Your Job: Seven Worker Characteristics Rated by Employers
6. Transparency: Maintaining Your Job: Seven Worker Characteristics Rated by Employers
7. Motion Picture: MP34 - YOUR JOB: YOU AND YOUR BOSS (15 min.)

Job Readiness Training Program
Information Sheet

Name: ____________________
Lesson 14

## Maintaining Your Job: Seven Worker Characteristics Rated by Employers

1. Honest vs. Dishonest
2. Reliable vs. Unreliable
3. Cheerful vs. Hostile
4. Diligent vs. Lazy
5. Enthusiastic vs. Careless
6. Cooperative vs. Uncooperative
7. Loyal vs. Disloyal

## Lesson 15 - Getting the Most Out of Life through Advancement on the Job and a Question and Answer Conclusion on Job Readiness Training

Objectives:

1. To explore the importance of getting the most out of life through advancement on the job.

Outline:

I. Motion Picture: MP36 - YOUR JOB: GETTING AHEAD (15 min.)

II. Motion Picture: MP104 - JOBS AND ADVANCEMENT: ON THE MOVE (13 min.)

III. Information Sheet: Maintaining Your Job: Concerns About Advancement

- A. Thinking about your future
- B. Getting ahead
  - 1. Moving up to other jobs (experience)
  - 2. Changing jobs
  - 3. Starting your own business
  - 4. Education
  - 5. Training
- C. What is most important to you
  - 1. Extrinsic values - material goods
  - 2. Intrinsic values - self-satisfaction
- D. Do you have time to wait for advancement?
- E. Methods successful people use to get ahead
  - 1. Take and keep entry level jobs they can advance from
  - 2. Get jobs that suit their interests
  - 3. Watch for opportunities
  - 4. Learn new skills and use them

IV. Question and answer conclusion on "Job Readiness Training"

Materials:

1. Motion Picture: MP36 - YOUR JOB: GETTING AHEAD (15 min.)
2. Motion Picture: MP104 - JOBS AND ADVANCEMENT: ON THE MOVE (13 min.)
3. Information Sheet: Maintaining Your Job: Concerns About Advancement
4. Transparency: Maintaining Your Job: Concerns About Advancement

Job Readiness Training Program
Information Sheet

Name: ______________________________
Lesson 15

## Maintaining Your Job: Concerns About Advancement

A. Thinking about your future

B. Getting ahead

1. Moving up to other jobs (experience)
2. Changing jobs
3. Starting your own business
4. Education
5. Training

C. What is most important to you

1. Extrinsic values - material goods
2. Intrinsic values - self-satisfaction

D. Do you have time to wait for advancement?

E. Methods successful people use to get ahead

1. Take and keep entry level jobs they can advance from
2. Get jobs that suit their interests
3. Watch for opportunities
4. Learn new skills and use them

# APPENDIX A

# TRANSPARENCY MASTERS

## REASONS WHY PEOPLE WORK

1. TO ATTAIN RECOGNITION BY SUCCESSFULLY COMPLETING PERSONAL GOALS
2. TO EARN MONEY
3. TO OBTAIN SELF-SATISFACTION AND FEEL INDEPENDENT
4. TO OBTAIN WORK EXPERIENCE AND A FEELING OF IMPORTANCE
5. TO FEEL USEFUL BY ACHIEVING OR ACCOMPLISHING YOUR INDIVIDUAL GOALS
6. TO BE AROUND OTHER PEOPLE
7. TO HAVE A FEELING OF BEING SECURE BY PREPARING FOR THE FUTURE
8. TO MAKE A CONTRIBUTION TO SOCIETY

## INDIVIDUAL INTERESTS IN OCCUPATIONAL AREAS

PLEASE CIRCLE HIGH INTEREST, AVERAGE INTEREST, OR LOW INTEREST TO INDICATE HOW MUCH YOU LIKE EACH OF THE FOLLOWING 10 OCCUPATIONAL INTEREST AREAS.

1. OUTDOOR: ENJOYS WORKING OUTSIDE, OFTEN WITH PLANTS OR ANIMALS.

   HIGH INTEREST    AVERAGE INTEREST    LOW INTEREST

2. MECHANICAL: ENJOYS WORKING WITH MACHINES AND TOOLS.

   HIGH INTEREST    AVERAGE INTEREST    LOW INTEREST

3. COMPUTATIONAL: ENJOYS ADDING AND SUBTRACTING NUMBERS.

   HIGH INTEREST    AVERAGE INTEREST    LOW INTEREST

4. SCIENTIFIC: ENJOYS DEALING WITH AND SOLVING PROBLEMS AND DISCOVERING NEW FACTS.

   HIGH INTEREST    AVERAGE INTEREST    LOW INTEREST

5. PERSUASIVE: ENJOYS MEETING AND DEALING WITH PEOPLE AND SELLING OBJECTS.

   HIGH INTEREST    AVERAGE INTEREST    LOW INTEREST

6. ARTISTIC: ENJOYS DOING CREATIVE WORK WITH HANDS THAT INVOLVES DESIGN, COLOR, AND MATERIALS.

HIGH INTEREST AVERAGE INTEREST LOW INTEREST

7. LITERARY: ENJOYS READING AND WRITING.

HIGH INTEREST AVERAGE INTEREST LOW INTEREST

8. MUSICAL: ENJOYS PLAYING AN INSTRUMENT OR SINGING.

HIGH INTEREST AVERAGE INTEREST LOW INTEREST

9. SOCIAL SERVICE: ENJOYS HELPING OTHER PEOPLE.

HIGH INTEREST AVERAGE INTEREST LOW INTEREST

10. CLERICAL: ENJOYS PRECISE AND ACCURATE OFFICE WORK.

HIGH INTEREST AVERAGE INTEREST LOW INTEREST

## WHERE TO LOCATE JOBS

1. HELP WANTED ADS IN NEWSPAPERS
2. TELEPHONE DIRECTORIES (YELLOW PAGES)
3. FRIENDS OR RELATIVES
4. LOCAL COMMUNITY ORGANIZATIONS
   A. CHAMBER OF COMMERCE
   B. BETTER BUSINESS ASSOCIATION
   C. INTERDENOMINATIONAL CHURCH COUNCIL
5. STATE EMPLOYMENT SERVICE
6. PRIVATE EMPLOYMENT AGENCIES
7. BETTER BUSINESS BUREAU
8. BUSINESS ESTABLISHMENTS
   A. SIGNS IN WINDOWS
   B. SOME FACTORIES HAVE HELP WANTED BILLBOARDS OR BULLETIN BOARDS LOCATED OUTSIDE
9. INDUSTRIAL DIRECTORIES
10. OBSERVE CONSTRUCTION AREAS
11. CIVIL SERVICE ANNOUNCEMENTS (USUALLY LOCATED IN POST OFFICES)
12. SCHOOL AND COLLEGE PLACEMENT SERVICES
13. PROFESSIONAL STAFF MEMBERS IN REHABILITATION FACILITIES
14. VOCATIONAL TEACHERS
15. REHABILITATION COUNSELORS

## LOOK FOR THIS INFORMATION IN WANT ADS

1. TYPE OF JOB OR NATURE OF WORK
2. WORKING HOURS (SHIFT)
3. REQUIRED WORK EXPERIENCE
4. REQUIRED LEVEL OF TRAINING
5. SALARY AND FREQUENCY OF PAYMENT
6. REQUIRED PERSONAL EQUIPMENT OR MATERIAL

## A HELP-WANTED AD PUBLISHED IN THE "ANNISTON DAILY NEWS"

### MACHINIST-GRINDER

PLENTY OF ROOM FOR ADVANCEMENT

OPENINGS FOR 8 WORKERS OVER 18. PREFER INDIVIDUALS WITH PREVIOUS WORK EXPERIENCE IN INDUSTRIAL OPERATIONS. HOWEVER, IF YOU HAVE ABILITY AND DESIRE TO LEARN, OUR COMPANY IS WILLING TO TRAIN YOU. FIRST AND SECOND SHIFT WORKERS ARE NEEDED. BEGINNING SALARY IS $2.50 /HR., WITH A RAISE AFTER A SIX MONTH TRIAL PERIOD. IF INTERESTED, PLEASE CONTACT:

MR. DENNIS TESOLOWSKI
PERSONNEL MANAGER
NATIONAL ALUMINUM COMPANY, INC.
216 PETRIE AVENUE
ANNISTON, ALABAMA 36201

AN EQUAL OPPORTUNITY EMPLOYER

## OCCUPATIONAL INTEREST AREAS ON "GORDON OCCUPATIONAL CHECK LIST"

1. BUSINESS - 48 ITEMS
    - A. CLERICAL (MISC.) . . . . . . . . 1-8
    - B. CLERICAL - CONTACT . . . . . . 41-48
    - C. CLERICAL - COMPUTATIONAL . . . 81-88
    - D. CLERICAL - PERSUASIVE. . . . .121-128
    - E. SALES. . . . . . . . . . . . . .161-168
    - F. MANAGERIAL . . . . . . . . . . .201-208
2. OUTDOOR - 24 ITEMS
    - A. FARMING. . . . . . . . . . . . 9-16
    - B. OUTDOOR (MISC.). . . . . . . . . 49-56
    - C. RISK-TAKING. . . . . . . . . . 89-96
3. ARTS - 24 ITEMS
    - A. DESIGN . . . . . . . . . . . . .129-136
    - B. ARTS (MISC.) . . . . . . . . . .169-176
    - C. ENTERTAINMENT. . . . . . . . .209-216

4. TECHNOLOGY - 96 ITEMS

  A. FOOD PRODUCTS. . . . . . . . . . 17-24
  B. TEXTILE PRODUCTS . . . . . . . . 25-32
  C. METAL WORK . . . . . . . . . . . 57-64
  D. METAL WORK (MISC.) . . . . . . . 65-72
  E. ELECTRICAL . . . . . . . . . . . 97-104
  F. MECHANICAL REPAIR. . . . . . . .105-112
  G. CONSTRUCTION . . . . . . . . . .137-144
  H. CONSTRUCTION . . . . . . . . . .145-152
  I. CHEMICAL PRODUCTS. . . . . . . .177-184
  J. FINE MANUAL. . . . . . . . . . .185-192
  K. TECHNOLOGY (MISC.) . . . . . . .217-224
  L. MEDICAL - DENTAL . . . . . . . .225-232

5. SERVICE - 48 ITEMS

  A. SERVICE (MISC.). . . . . . . . . 33-40
  B. PERSONAL SERVICE . . . . . . . . 73-80
  C. TRANSPORTATION . . . . . . . . .113-120
  D. PROTECTIVE SERVICES. . . . . . .153-160
  E. SOCIAL SERVICE . . . . . . . . .193-200
  F. INSTRUCTIONAL. . . . . . . . . .233-240

Table 7. Job Titles and DOT Codes for Check List Items.

| Item Number | Job Title | DOT Code | DOT* Page | Item Number | Job Title | DOT Code | DOT* Page |
|---|---|---|---|---|---|---|---|
| | | | **BUSINESS** | | | | |
| | *Clerical (Misc.)* | | | | *Clerical-Contact* | | |
| 1. | Messenger | 230.878 | 509 | 41. | Telephone Operator | 235.862 | 291 |
| 2. | Distributing Clerk | 222.587 | 282 | 42. | Compiler | 249.388 | 276 |
| 3. | Duplicating-Machine Operator I | 207.884 | 322 | 43. | Correspondence Clerk | 204.288 | 256 |
| 4. | File Clerk | 206.388 | 276 | 44. | Receptionist | 237.368 | 258 |
| 5. | Clerk Typist | 209.388 | 256 | 45. | New-Account Clerk | 249.368 | 258 |
| 6. | Stock Clerk | 223.387 | 271 | 46. | Information Clerk | 237.368 | 258 |
| 7. | Shipping Clerk II | 222.587 | 282 | 47. | Stenographer | 202.388 | 278 |
| 8. | Router | 239.588 | 289 | 48. | Secretary | 201.368 | 263 |
| | | | **OUTDOOR** | | | | |
| | *Farming* | | | | *Outdoor (Misc.)* | | |
| 9. | Orchardist | 404.181 | 411 | 49. | Farm-Equipment Operator | 409.883 | 444 |
| 10. | Vegetable Grower | 403.181 | 411 | 50. | Yardman | 304.887 | 360 |
| 11. | Farmer, Cash Grain | 401.181 | 411 | 51. | Nursery Worker | 406.887 | 360 |
| 12. | Cattle Rancher | 413.181 | 411 | 52. | Chainman | 018.687 | 282 |
| 13. | Poultryman, Egg | 412.181 | 411 | 53. | Prospector | 024.288 | 385 |
| 14. | Farmer, Dairy | 411.181 | 411 | 54. | Park Caretaker | 407.868 | 427 |
| 15. | Stableman | 356.874 | 511 | 55. | Trapper | 451.781 | 319 |
| 16. | Farm Hand, General | 421.883 | 444 | 56. | Hunting and Fishing Guide | 452.868 | 505 |
| | | | **TECHNOLOGY** | | | | |
| | *Food Products* | | | | *Metalwork* | | |
| 17. | Sorter, Agricultural Produce | 529.687 | 282 | 57. | Pourer, Metal | 514.884 | 322 |
| 18. | Cook, Kettle | 526.782 | 435 | 58. | Kettleman | 519.885 | 447 |
| 19. | Can Inspector | 920.687 | 282 | 59. | Coppersmith | 862.281 | 312 |
| 20. | Candy Maker | 529.381 | 312 | 60. | Sheet-Metal Worker | 804.281 | 312 |
| 21. | Grader | 589.687 | 282 | 61. | Boilermaker | 805.281 | 312 |
| 22. | Dairy-Processing-Equipment Oper. | 529.782 | 435 | 62. | Welder, Arc | 810.884 | 322 |
| 23. | Baker | 526.781 | 319 | 63. | Shaper Set-Up Operator, Tool | 605.782 | 435 |
| 24. | Meat Cutter | 316.884 | 322 | 64. | Leverman | 612.885 | 447 |
| | *Textile Products* | | | | *Metal Work (Misc.)* | | |
| 25. | Shop Tailor (Dressmaker) | 785.381 | 312 | 65. | Furnace Operator | 558.782 | 435 |
| 26. | Weaver | 683.782 | 435 | 66. | Fireman, High Pressure | 951.885 | 447 |
| 27. | Dye-Range Operator, Cloth | 582.782 | 435 | 67. | Patternmaker, Metal | 600.280 | 430 |
| 28. | Cutter, Hand | 781.884 | 322 | 68. | Plater | 500.380 | 430 |
| 29. | Sewing-Machine Oper., All-Round | 787.782 | 435 | 69. | Die Designer | 007.181 | 377 |
| 30. | Laundryman | 369.887 | 360 | 70. | Machinist | 600.280 | 430 |
| 31. | Dry Cleaner, Hand | 362.884 | 322 | 71. | Millwright | 638.281 | 312 |
| 32. | Shoe Repairman | 365.381 | 312 | 72. | Longshoreman | 911.883 | 444 |
| | | | **SERVICE** | | | | |
| | *Service (Misc.)* | | | | *Personal Service* | | |
| 33. | Janitor | 382.884 | 322 | 73. | Fountain Man | 319.878 | 507 |
| 34. | Maid II | 323.887 | 360 | 74. | Cook | 313.381 | 310 |
| 35. | Bellman | 324.878 | 507 | 75. | Kitchen Helper | 318.887 | 360 |
| 36. | Hotel Clerk | 242.368 | 265 | 76. | Waiter, Informal | 311.878 | 507 |
| 37. | Ticket Agent | 919.368 | 265 | 77. | Waiter, Head | 311.138 | 461 |
| 38. | Airplane Stewardess | 352.878 | 507 | 78. | Usher | 344.878 | 509 |
| 39. | Caterer | 187.168 | 245 | 79. | Barber | 330.371 | 499 |
| 40. | Library Assistant | 249.368 | 258 | 80. | Cosmetologist | 332.271 | 499 |

* *Dictionary of Occupational Titles*, Volume II.

Table 7 Continued.

| Item Number | Job Title | DOT Code | DOT* Page | Item Number | Job Title | DOT Code | DOT* Page |
|---|---|---|---|---|---|---|---|
| | | | BUSINESS | | | | |
| | *Clerical-Computational* | | | | *Clerical-Persuasive* | | |
| 81. | Bookkeeping-Machine Operator | 215.388 | 280 | 121. | Employment Clerk | 205.368 | 258 |
| 82. | Audit Clerk | 210.388 | 280 | 122. | Collection Clerk | 240.388 | 256 |
| 83. | Pay-Roll Clerk | 215.488 | 280 | 123. | Adjustment Clerk | 241.368 | 258 |
| 84. | Billing Clerk | 219.388 | 280 | 124. | Survey Worker | 249.268 | 250 |
| 85. | Calculating-Machine Operator | 216.488 | 280 | 125. | Demonstrator | 297.458 | 488 |
| 86. | Key-Punch Operator | 213.582 | 274 | 126. | Order Clerk | 249.368 | 258 |
| 87. | Teller | 212.368 | 267 | 127. | Production Clerk | 221.388 | 280 |
| 88. | Cashier II | 211.468 | 269 | 128. | Claim Adjuster | 241.168 | 416 |
| | OUTDOOR | | | | ARTS | | |
| | *Risk-Taking* | | | | *Design* | | |
| 89. | Miner | 939.281 | 312 | 129. | Jewelry and Flatwear Designer | 142.081 | 232 |
| 90. | Blaster | 859.281 | 312 | 130. | Set Decorator | 142.061 | 228 |
| 91. | Decontamination Man | 199.885 | 447 | 131. | Clothes Designer | 142.081 | 232 |
| 92. | Steeple Jack | 869.781 | 319 | 132. | Commercial Designer | 142.081 | 232 |
| 93. | Logger, All-Round | 940.884 | 322 | 133. | Painter, Hand | 970.381 | 312 |
| 94. | Diver | 899.281 | 312 | 134. | Advertising Layout-Man | 141.081 | 232 |
| 95. | Fisherman, Net | 431.884 | 322 | 135. | Display Man | 298.081 | 232 |
| 96. | Ordinary Seaman | 911.887 | 360 | 136. | Interior Designer and Decorator | 142.051 | 228 |
| | | | TECHNOLOGY | | | | |
| | *Electrical* | | | | *Construction* | | |
| 97. | Wireworker | 728.887 | 360 | 137. | Plumber | 862.381 | 312 |
| 98. | Television Service and Repairman | 720.281 | 312 | 138. | Plasterer | 842.781 | 319 |
| 99. | Electrical-Appliance Serviceman | 827.281 | 312 | 139. | Painter | 840.781 | 319 |
| 100. | Electric-Motor Repairman | 721.281 | 312 | 140. | Carpenter, Rough | 860.781 | 319 |
| 101. | Electrical-Appliance Repairman | 723.381 | 312 | 141. | Carpenter | 860.381 | 312 |
| 102. | Radio Mechanic | 823.281 | 312 | 142. | Roofer | 866.381 | 312 |
| 103. | Electronics Assembler, Develop. | 726.281 | 312 | 143. | Electrician | 824.281 | 312 |
| 104. | Lineman, Repair | 821.381 | 312 | 144. | Pipe Fitter | 862.381 | 312 |
| | *Mechanical Repair* | | | | *Construction* | | |
| 105. | Automobile-Body Repairman | 807.381 | 312 | 145. | Bricklayer | 861.381 | 312 |
| 106. | Automobile Mechanic | 620.281 | 312 | 146. | Cement Mason | 844.884 | 322 |
| 107. | Aircraft-and-Engine Mechanic | 621.281 | 312 | 147. | Stonecutter, Hand | 771.381 | 312 |
| 108. | Junior Engineer | 623.281 | 312 | 148. | Structural-Steel Worker | 801.781 | 319 |
| 109. | Maintenance Mechanic | 638.281 | 312 | 149. | Hoisting Engineer | 921.883 | 444 |
| 110. | Assembler, Automobile | 806.887 | 360 | 150. | Bulldozer Operator | 850.883 | 444 |
| 111. | Assembler, Subassembly | 807.884 | 322 | 151. | Truck Driver, Heavy | 905.883 | 444 |
| 112. | Mechanical-Engineering Technician | 007.181 | 379 | 152. | Contractor | 182.168 | 245 |
| | | | SERVICE | | | | |
| | *Transportation* | | | | *Protective Services* | | |
| 113. | Automobile-Service-Station Attend. | 915.867 | 503 | 153. | Watchman | 372.868 | 427 |
| 114. | Taxi Driver | 913.363 | 519 | 154. | Gateman | 372.868 | 427 |
| 115. | Chauffeur | 913.883 | 444 | 155. | Safety-and-Sanitary Inspector | 168.268 | 416 |
| 116. | Bus Driver | 913.463 | 519 | 156. | Correction Officer | 372.868 | 427 |
| 117. | Salesman Driver | 292.358 | 488 | 157. | Patrolman | 375.268 | 416 |
| 118. | Conductor, Passenger Car | 198.168 | 245 | 158. | Detective | 375.268 | 416 |
| 119. | Elevator Operator | 388.868 | 507 | 159. | Fire Fighter | 373.884 | 322 |
| 120. | Airplane Pilot, Commercial | 196.283 | 422 | 160. | Enlisted Man | 368.999 | *** |

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* *Dictionary of Occupational Titles*, Volume II.

### Table 7 Continued.

| Item Number | Job Title | DOT Code | DOT* Page | Item Number | Job Title | DOT Code | DOT* Page |
|---|---|---|---|---|---|---|---|
| | **BUSINESS** | | | | | | |
| | *Sales* | | | | *Managerial* | | |
| 161. | Salesman, General | 289.358 | 488 | 201. | Manager, Store | 185.168 | 245 |
| 162. | Telephone Solicitor | 293.358 | 488 | 202. | Manager, Merchandise | 185.168 | 245 |
| 163. | Salesperson, General | 289.458 | 488 | 203. | Manager, Hotel | 187.118 | 237 |
| 164. | Sales Clerk | 290.478 | 501 | 204. | General Foreman | 183.168 | 245 |
| 165. | Salesman, House-to-House | 289.358 | 488 | 205. | Manager, Office | 169.168 | 245 |
| 166. | Salesman, General Merchandise | 289.358 | 488 | 206. | Purchasing Agent | 162.158 | 484 |
| 167. | Salesman, Automobile | 280.358 | 488 | 207. | Buyer | 162.158 | 484 |
| 168. | Salesman, Insurance | 250.258 | 488 | 208. | Manager, Credit and Collection | 168.168 | 245 |
| | **ARTS** | | | | | | |
| | *Arts (Misc.)* | | | | *Entertainment* | | |
| 169. | Photographer, Commercial | 143.062 | 230 | 209. | Motion-Picture Projectionist | 960.382 | 514 |
| 170. | Painter | 144.081 | 232 | 210. | Flyman | 964.887 | 360 |
| 171. | Illustrator | 141.081 | 232 | 211. | Actor | 150.048 | 392 |
| 172. | Painter, Sign | 970.381 | 312 | 212. | Announcer | 159.148 | 400 |
| 173. | Literary Writer | 130.088 | 524 | 213. | Musician, Instrumental | 152.048 | 394 |
| 174. | Script Writer | 131.088 | 524 | 214. | Dancer | 151.048 | 398 |
| 175. | Booking Agent | 191.118 | 239 | 215. | Model | 297.868 | 408 |
| 176. | Public-Relations Man | 165.068 | 482 | 216. | Athlete | 153.348 | 402 |
| | **TECHNOLOGY** | | | | | | |
| | *Chemical Products* | | | | *Technology (Misc.)* | | |
| 177. | Tanning-Drum Operator | 582.782 | 435 | 217. | Compositor | 973.381 | 312 |
| 178. | Mixer | 550.782 | 435 | 218. | Engraver | 979.781 | 319 |
| 179. | Thrower | 774.381 | 312 | 219. | Weather Observer | 025.288 | 385 |
| 180. | Rubber Cutter | 559.885 | 447 | 220. | Detailer | 017.281 | 377 |
| 181. | Injection-Molding-Machine Oper. | 556.782 | 435 | 221. | Inspector, Floor | 609.381 | 312 |
| 182. | Chemist Helper, Petroleum | 022.384 | 413 | 222. | Inspector, Components | 726.687 | 282 |
| 183. | Glass Blower | 575.781 | 319 | 223. | Engineering Asst., Mech. Equip. | 007.181 | 377 |
| 184. | Stillman | 542.280 | 430 | 224. | Fingerprint Classifier | 375.388 | 276 |
| | *Fine Manual* | | | | *Medical—Dental* | | |
| 185. | Furniture Upholsterer | 780.381 | 312 | 225. | Dental Hygienist | 078.368 | 477 |
| 186. | Cabinetmaker | 660.280 | 430 | 226. | Dental Assistant | 079.378 | 477 |
| 187. | Jeweler | 700.281 | 312 | 227. | Dental-Laboratory Technician | 712.381 | 312 |
| 188. | Carver, Hand | 761.281 | 312 | 228. | Scientific Helper | 199.384 | 413 |
| 189. | Precision-Lens Grinder | 675.380 | 430 | 229. | Medical Laboratory Assistant | 078.381 | 418 |
| 190. | Watchmaker | 715.281 | 312 | 230. | X-Ray Clerk | 079.368 | 477 |
| 191. | Office-Machine Serviceman | 633.281 | 312 | 231. | First Aid Attendant | 354.878 | 479 |
| 192. | Locksmith | 709.281 | 312 | 232. | Funeral Attendant | 359.878 | 507 |
| | **SERVICE** | | | | | | |
| | *Social Service* | | | | *Instructional* | | |
| 193. | Nursemaid | 307.878 | 479 | 233. | Child-Care Attendant | 359.878 | 479 |
| 194. | Orderly (Nurse Aide) | 355.878 | 479 | 234 | Program Aid, Group Work | 195.228 | 345 |
| 195. | Nurse, Practical | 354.878 | 479 | 235. | Athletic Coach | 099.228 | 347 |
| 196. | Psychiatric Aid | 355.878 | 479 | 236. | Instructor, Physical | 153.228 | 347 |
| 197. | Occupational Therapy Aid | 079.368 | 477 | 237. | Instructor, Weaving | 683.228 | 335 |
| 198. | Companion | 309.878 | 479 | 238. | Interpreter | 137.268 | 400 |
| 199. | Maid, General | 306.878 | 507 | 239. | Guide, Sightseeing | 353.368 | 258 |
| 200. | Veterinary-Hospital Attendant | 356.874 | 511 | 240. | Parish Worker | 129.208 | 296 |

* *Dictionary of Occupational Titles,* Volume II.

Note: Table 7 taken from the Gordon Occupational Check List Manual and reproduced by permission. Copyright © 1967, 1963, 1961 by Harcourt Brace Jovanovich, Inc. All rights reserved.

## PERSONAL RESUME

### IDENTIFICATION:

NAME: ____________________

ADDRESS: ____________________

SOCIAL SECURITY NUMBER: ____________________

TELEPHONE NUMBER: ____________________

### PERSONAL BACKGROUND:

AGE: ____________________ DATE OF BIRTH: ____________________

PLACE OF BIRTH: ____________________

HEIGHT: ____________________ WEIGHT: ____________________

HEALTH: ____________________

MARITAL STATUS: ____________________ DEPENDENTS: ____________________

MILITARY STATUS: ____________________

### VOCATIONAL OBJECTIVE:

POSITION WANTED: ____________________

TYPE OF WORK I WOULD LIKE TO BE DOING TEN YEARS FROM NOW:

____________________

____________________

### EDUCATION:

COLLEGE:

NAME: ____________________ YEAR GRADUATED: __________

ADDRESS: ____________________ DEGREE RECEIVED: __________

CITY & STATE: ____________________

MAJOR AREA OF STUDY: ____________________ YEARS COMPLETED: __________

VOCATIONAL OR TECHNICAL SCHOOL:

NAME:___________________________DID YOU COMPLETE THE PROGRAM?____

ADDRESS:______________________________ HOURS OF TRAINING:______

CITY & STATE:__________________________________________________

SKILL AREA STUDIED:____________________________________________

HIGH SCHOOL:

NAME:_________________________________ YEAR GRADUATED:_________

ADDRESS:______________________________ GRADE COMPLETED:________

CITY & STATE:__________________________________________________

AREAS OF CONCENTRATION:_________________________________________

_________________________________________________________________

IF YOU DID NOT GRADUATE FROM HIGH SCHOOL, HAVE YOU RECEIVED A GED (GENERAL EQUIVALENCY DIPLOMA) CERTIFICATE? ____YES _____NO

IF YOU QUIT HIGH SCHOOL BEFORE GRADUATING, PLEASE EXPLAIN WHY.

_________________________________________________________________

_________________________________________________________________

JUNIOR HIGH SCHOOL:

NAME:_________________________________ YEAR GRADUATED:_________

ADDRESS:______________________________ LAST GRADE COMPLETED:____

CITY & STATE:__________________________________________________

ELEMENTARY SCHOOL:

NAME:_________________________________ YEAR GRADUATED:_________

ADDRESS:______________________________ LAST GRADE COMPLETED:____

CITY & STATE:__________________________________________________

WORK EXPERIENCE: (BEGIN WITH YOUR MOST RECENT JOB.)

NAME OF EMPLOYER:____________________

ADDRESS:____________________

STREET CITY STATE ZIP CODE

DATES EMPLOYED - FROM:__________ TO:__________

JOB TITLE (POSITION):____________________

RATE OF PAY:____________________

DUTIES PERFORMED:____________________

____________________

REASON FOR LEAVING:____________________

NAME OF EMPLOYER:____________________

ADDRESS:____________________

STREET CITY STATE ZIP CODE

DATES EMPLOYED - FROM:__________ TO:__________

JOB TITLE (POSITION):____________________

RATE OF PAY:____________________

DUTIES PERFORMED:____________________

____________________

REASON FOR LEAVING:____________________

NAME OF EMPLOYER:____________________

ADDRESS:____________________

STREET CITY STATE ZIP CODE

DATES EMPLOYED - FROM:__________ TO:__________

JOB TITLE (POSITION):____________________

RATE OF PAY:____________________

DUTIES PERFORMED:____________________

____________________

REASON FOR LEAVING:____________________

REFERENCES:

NAME: ____________________________________________
FIRST MIDDLE LAST

ADDRESS: __________________________________________
STREET CITY STATE ZIP CODE

TELEPHONE NUMBER: ____________________ POSITION: ________________

WHERE EMPLOYED: ___________________________________

NAME: ____________________________________________
FIRST MIDDLE LAST

ADDRESS: __________________________________________
STREET CITY STATE ZIP CODE

TELEPHONE NUMBER: ____________________ POSITION: ________________

WHERE EMPLOYED: ___________________________________

NAME: ____________________________________________
FIRST MIDDLE LAST

ADDRESS: __________________________________________
STREET CITY STATE ZIP CODE

TELEPHONE NUMBER: ____________________ POSITION: ________________

WHERE EMPLOYED: ___________________________________

## SAMPLE PERSONAL RESUME

Top of Page

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## PERSONAL RESUME

IDENTIFICATION:

NAME: JAMES WORKER

ADDRESS: 1234 MAIN STREET
ANNISTON, ALABAMA 36201

SOCIAL SECURITY NUMBER: 123-45-6789

TELEPHONE NUMBER: (205) 237-1977

PERSONAL BACKGROUND:

AGE: 30

DATE OF BIRTH: MARCH 12, 1947

PLACE OF BIRTH: BIRMINGHAM, ALABAMA

HEIGHT: 5′ 10″

WEIGHT: 165 LBS.

HEALTH: GOOD

MARITAL STATUS: MARRIED

DEPENDENTS: FOUR

MILITARY STATUS: NONE

VOCATIONAL OBJECTIVE:

POSITION WANTED: MACHINIST-GRINDER

JAMES WORKER
PERSONAL RESUME

TYPE OF WORK I WOULD LIKE TO BE DOING TEN YEARS FROM NOW:

TEN YEARS FROM NOW I WOULD LIKE TO BE A TOOL AND DIE MAKER OR A FOREMAN IN A MACHINE SHOP.

EDUCATION:

TECHNICAL SCHOOL:
CERTIFICATE: 780 HOUR MACHINIST PROGRAM
SCHOOL: KNOXVILLE TECHNICAL SCHOOL
4321 N. BROWN BOULEVARD
KNOXVILLE, TENNESSEE 37900
DATES: JUNE, 1970 - NOVEMBER, 1970

HIGH SCHOOL:
DIPLOMA: COMPLETED TENTH GRADE IN 1963
CONCENTRATIONS: MECHANICAL DRAWING, MACHINE SHOP, AND SCIENCE
SCHOOL: ENSLEY HIGH SCHOOL
9521 LESNIK LANE
BIRMINGHAM, ALABAMA 35203

WORK EXPERIENCE:

OPPORTUNITY CENTER
217 WEST 13TH STREET
ANNISTON, ALABAMA 36201
FROM: JANUARY, 1975 TO PRESENT
DUTIES: VALVE ASSEMBLER

JAMES WORKER
PERSONAL RESUME

AMERICAN TOOL AND DIE COMPANY
3628 S. FREEMAN ROAD
KNOXVILLE, TENNESSEE 37900
FROM: AUGUST, 1970 TO JULY, 1974
DUTIES: ASSISTANT TOOL AND DIE MAKER

ACME DIE CASTING COMPANY
1456 S. HELM AVENUE
KNOXVILLE, TENNESSEE 37900
FROM: MARCH, 1964 TO MAY, 1970
DUTIES: LABORER IN FOUNDRY

REFERENCES:

NAME: CARL S. LAWRENZ
ADDRESS: 3634 WUSTUM AVENUE
ANNISTON, ALABAMA 36201
TELEPHONE: 237-9136
POSITION: MINISTER
CALVARY BAPTIST CHURCH

NAME: ROBERT A. BAROFSKY
ADDRESS: 3328 CUDAHEY ROAD
KNOXVILLE, TENNESSEE 37900
TELEPHONE: (629) 341-1800
POSITION: FOREMAN
AMERICAN TOOL AND DIE COMPANY

## JAMES WORKER
## PERSONAL RESUME

NAME: WILL N. WILSON

ADDRESS: 1642 S. MELANIE ROAD
ANNISTON, ALABAMA 36201

TELEPHONE: 231-1911

POSITION: SHOP FOREMAN
OPPORTUNITY CENTER

## IMPORTANT POINTS TO REMEMBER WHEN COMPLETING AN APPLICATION FOR EMPLOYMENT

1. READ INSTRUCTIONS CAREFULLY AND FOLLOW THEM.
2. EITHER PRINT OR WRITE, BUT DO NOT ALTERNATE. (INSTRUCTIONS USUALLY STATE TO PRINT.)
3. WHERE SIGNATURE IS REQUIRED, THIS MEANS "WRITE".
4. USE A TYPEWRITER IF IT IS POSSIBLE.
5. DO NOT USE ANY COLOR BESIDES BLUE OR BLACK WHEN USING AN INK PEN.
6. COMPLETELY ANSWER QUESTIONS AS HONESTLY AS POSSIBLE.
7. PUT THE WORD "NONE" IF A QUESTION DOES NOT APPLY.
8. HAVE THREE GOOD REFERENCES.
    A. PEOPLE WHO WILL REPRESENT YOU AND SPEAK WELL OF YOU.
        (1) ACHIEVEMENTS
        (2) ABILITIES
        (3) PERSONAL BACKGROUND
        (4) CHARACTER
        (5) EDUCATION
        (6) EXPERIENCE
        (7) TRAINING
    B. GET PERMISSION FROM PEOPLE BEFORE USING THEM AS REFERENCES.
    C. ACCEPTABLE REFERENCES.
        (1) CHURCH - PASTOR, MINISTER, OR PRIEST
        (2) SCHOOL - TEACHERS, PRINCIPAL, OR COUNSELOR

- (3) PROFESSIONALS - DOCTOR, LAWYER, OR DENTIST
- (4) PREVIOUS EMPLOYER
- (5) FRIEND OF FAMILY

D. PEOPLE WHO SHOULD NOT BE USED AS REFERENCES.

- (1) RELATIVES
- (2) FRIENDS YOUR OWN AGE (MAINLY IF THEY ARE YOUNG AND HAVE NOT HAD MUCH PREVIOUS WORK EXPERIENCE)

E. INFORMATION REQUIRED FOR REFERENCES.

- (1) COMPLETE NAME
- (2) COMPLETE ADDRESS (INCLUDE ZIP CODE)
- (3) TELEPHONE NUMBER (INCLUDE AREA CODE IF DIFFERENT THAN POTENTIAL EMPLOYER'S)
- (4) OCCUPATION

9. SPELL CORRECTLY.

10. HELPFUL MISCELLANEOUS INFORMATION FOR COMPLETING AN APPLICATION.

- A. RESUME
- B. SOCIAL SECURITY CARD
- C. BIRTH CERTIFICATE
- D. DRIVER'S LICENSE
- E. MILITARY RECORDS
- F. TRAINING CERTIFICATES

# SELF-EVALUATING YOUR APPLICATION FOR EMPLOYMENT

1. DID I FOLLOW INSTRUCTIONS ON THE APPLICATION FORM?
2. ARE MY RESPONSES NEATLY WRITTEN?
3. DO MY RESPONSES SAY WHAT I WANT THEM TO SAY?
4. IS MY GRAMMAR, SPELLING, AND PUNCTUATION CORRECT?
5. DID I CLEARLY PRESENT MY QUALIFICATIONS?
6. DID I GIVE ACCURATE DATES?
7. DID I GIVE REFERENCES WHO KNOW SOME DETAILS ABOUT MY BACKGROUND?
    - A. PERSONAL BACKGROUND
    - B. EDUCATION
    - C. WORK EXPERIENCE
    - D. TRAINING
    - E. INTERESTS (HOBBIES)
    - F. PERSONALITY (CHARACTER)
8. DID PEOPLE I SPECIFIED AS REFERENCES GIVE ME PERMISSION TO USE THEIR NAMES?
9. UPON COMPLETING THE APPLICATION FOR EMPLOYMENT, DID I CAREFULLY READ ALL RESPONSES TO SEE IF THERE WERE ANY ERRORS OR OMISSIONS?

# APPLICATION FOR EMPLOYMENT

DIRECTIONS: ANSWER QUESTIONS COMPLETELY AND ACCURATELY. WRITE THE WORD "NONE" IF A QUESTION DOES NOT PERTAIN TO YOU. PLEASE PRINT ALL RESPONSES, UNLESS ASKED TO DO OTHERWISE.

## PERSONAL DATA:

NAME:________________________________________
LAST FIRST MIDDLE

ADDRESS:________________________________________
STREET CITY STATE ZIP CODE

TELEPHONE NO.:_____________ AGE:____ DATE OF BIRTH:__________
MO. DAY YR.

MARITAL STATUS: SINGLE__ MARRIED__ WIDOWED__ DIVORCED__
SEPARATED__

NUMBER OF DEPENDENTS:__________

U.S. CITIZEN:____YES ____NO

HEIGHT:__________ WEIGHT:__________ SOCIAL SECURITY NO.________

## BACKGROUND INFORMATION:

DO YOU HAVE A DRIVER'S LICENSE?____YES ____NO

CAN YOU BE BONDED? ____YES ____NO

HAVE YOU EVER BEEN ARRESTED? ____YES ____NO

IF YES, PLEASE EXPLAIN:________________________________________

________________________________________

WERE YOU IN THE MILITARY SERVICE? ____YES ____NO

IF YES, WHAT TYPE OF DISCHARGE DID YOU RECEIVE?______________

________________________________________

RATE YOUR GENERAL HEALTH: _____GOOD _____FAIR _____POOR
RATE YOUR VISION: _____GOOD _____FAIR _____POOR
RATE YOUR HEARING: _____GOOD _____FAIR _____POOR
DO YOU HAVE ANY DISABILITIES, HANDICAPS, OR DISEASES? ___YES ___NO
IF YES, PLEASE EXPLAIN: ________________________________________
________________________________________________________________

HAVE YOU EVER RECEIVED TREATMENT FOR AN EMOTIONAL OR MENTAL CONDITION? _____YES _____NO IF YES, PLEASE EXPLAIN: ____________
________________________________________________________________

HAVE YOU EVER RECEIVED WORKMEN'S COMPENSATION? _____YES _____NO
NUMBER OF DAYS ABSENT FROM WORK LAST YEAR.(IF UNEMPLOYED, NUMBER OF DAYS YOU THINK YOU WOULD HAVE MISSED.) __________DAYS

### EDUCATIONAL BACKGROUND:

ELEMENTARY SCHOOL:
NAME: ______________________________ YEAR GRADUATED: __________
ADDRESS: ___________________________ LAST GRADE COMPLETED: ____
CITY & STATE: ______________________________________________

JUNIOR HIGH SCHOOL:
NAME: ______________________________ YEAR GRADUATED: __________
ADDRESS: ___________________________ LAST GRADE COMPLETED: ____
CITY & STATE: ______________________________________________

HIGH SCHOOL:
NAME: ______________________________ YEAR GRADUATED: __________
ADDRESS: ___________________________ LAST GRADE COMPLETED: ____
CITY & STATE: ______________________________________________
AREAS OF CONCENTRATION: _____________________________________
____________________________________________________________

IF YOU DID NOT GRADUATE FROM HIGH SCHOOL, HAVE YOU RECEIVED A GED (GENERAL EQUIVALENCY DIPLOMA) CERTIFICATE? ____YES ____NO

IF YOU QUIT HIGH SCHOOL BEFORE GRADUATING, PLEASE EXPLAIN WHY.

______________________________________________________________

______________________________________________________________

VOCATIONAL OR TECHNICAL SCHOOL:

NAME:______________________________ DID YOU COMPLETE THE PROGRAM?____

ADDRESS:____________________________ HOURS OF TRAINING:__________

CITY & STATE:________________________________________________

SKILL AREA STUDIED:___________________________________________

COLLEGE:

NAME:_______________________________ YEAR GRADUATED:__________

ADDRESS:____________________________ DEGREE RECEIVED:_________

CITY & STATE:________________________________________________

MAJOR AREA OF STUDY:______________________ YEARS COMPLETED:_____

WORK EXPERIENCE: (BEGIN WITH YOUR MOST RECENT JOB.)

NAME OF EMPLOYER:_____________________________________________

ADDRESS:_____________________________________________________

STREET CITY STATE ZIP CODE

DATES EMPLOYED: FROM:__________________ TO:____________________

JOB TITLE (POSITION):_________________________________________

RATE OF PAY:_________________________________________________

DUTIES PERFORMED:_____________________________________________

______________________________________________________________

REASON FOR LEAVING:___________________________________________

______________________________________________________________

NAME OF EMPLOYER: ________________________________

ADDRESS: ________________________________

STREET CITY STATE ZIP CODE

DATES EMPLOYED: FROM: ____________ TO: ____________

JOB TITLE (POSITION): ________________________________

RATE OF PAY: ________________________________

DUTIES PERFORMED: ________________________________

________________________________

REASON FOR LEAVING: ________________________________

________________________________

NAME OF EMPLOYER: ________________________________

ADDRESS: ________________________________

STREET CITY STATE ZIP CODE

DATES EMPLOYED: FROM: ____________ TO: ____________

JOB TITLE (POSITION): ________________________________

RATE OF PAY: ________________________________

DUTIES PERFORMED: ________________________________

________________________________

REASON FOR LEAVING: ________________________________

________________________________

TYPE OF WORK WANTED:

FIRST CHOICE: ________________________________

________________________________

SECOND CHOICE: ________________________________

________________________________

REFERENCES:

DIRECTIONS: PERSONS LISTED AS REFERENCES SHOULD HAVE KNOWN YOU FOR AT LEAST ONE YEAR OR MORE. DO NOT INCLUDE RELATIVES.

NAME: ______________________________
LAST FIRST MIDDLE

ADDRESS: ______________________________
STREET CITY STATE ZIP CODE

TELEPHONE NO.: ______________ POSITION: ______________

WHERE EMPLOYED: ______________________________

NAME: ______________________________
LAST FIRST MIDDLE

ADDRESS: ______________________________
STREET CITY STATE ZIP CODE

TELEPHONE NO.: ______________ POSITION: ______________

WHERE EMPLOYED: ______________________________

NAME: ______________________________
LAST FIRST MIDDLE

ADDRESS: ______________________________
STREET CITY STATE ZIP CODE

TELEPHONE NO.: ______________ POSITION: ______________

WHERE EMPLOYED: ______________________________

TO THE BEST OF MY KNOWLEDGE, I SWEAR THAT ALL INFORMATION PRESENTED IN THIS APPLICATION FOR EMPLOYMENT IS ACCURATE AND TRUTHFUL. I HEREBY AUTHORIZE THIS COMPANY TO VERIFY ANY OR ALL OF THE ABOVE INFORMATION. I UNDERSTAND THAT PRESENTATION OF INACCURATE INFORMATION CAN RESULT IN MY NOT BEING HIRED OR IN MY RELEASE AFTER BEING HIRED. I ALSO UNDERSTAND THAT ALL NEW EMPLOYEES MUST SUCCESSFULLY COMPLETE A WRITTEN EXAMINATION AND A PHYSICAL EXAMINATION BEFORE BEING HIRED.

SIGNATURE:______________________________DATE:________________

## LETTERS OF APPLICATION FOR EMPLOYMENT

1. LEAVE PROPER MARGINS ON BOTH SIDES OF LETTER.
2. BEGIN LETTER APPROXIMATELY TWO INCHES FROM TOP OF PAGE.
3. PLACE YOUR ADDRESS IN UPPER RIGHT HAND CORNER OF LETTER.
4. DATE LETTER WITH TODAY'S DATE.
5. LEAVE SPACE BETWEEN DATE AND COMPANY ADDRESS.
6. PERSON (OR JOB TITLE) AND COMPANY ARE FIRST ITEMS WHICH APPEAR ON LEFT SIDE OF PAGE.
7. LEAVE SPACE AFTER COMPANY ADDRESS AND SALUTATION.
8. USE ZIP CODES IN ADDRESSES.
9. USE PROPER SALUTATION.
    A. DEAR MR. TESOLOWSKI:
    B. DEAR SIR:
    C. GENTLEMEN:
10. USE A COLON (:) AFTER SALUTATION.
11. EACH PARAGRAPH SHOULD REPRESENT A SEPARATE IDEA.
12. LEAVE A SPACE BETWEEN PARAGRAPHS.
13. USE A PROPER CLOSING.
    A. SINCERELY,
    B. YOURS TRULY,
14. LEAVE SPACE BETWEEN CLOSING AND SIGNATURE.
15. PLACE CLOSING AND SIGNATURE IN LOWER RIGHT HAND CORNER OF LETTER, BUT ALIGN THEM WITH ADDRESS AND DATE IN UPPER RIGHT HAND CORNER.

16. NEATLY WRITE YOUR NAME AND ADDRESS IN UPPER LEFT HAND CORNER OF ENVELOPE.
17. USE COMPLETE NAME AND ADDRESS OF COMPANY BEING WRITTEN ON LETTER AND ENVELOPE.
18. NEATLY WRITE AND PROPERLY SPACE COMPANY NAME AND ADDRESS ON ENVELOPE.
19. GENERAL APPEARANCE OF A LETTER OF APPLICATION, INCLUDING HANDWRITING, SPELLING, AND GRAMMAR, SHOULD IMPRESS A POTENTIAL EMPLOYER.

## SAMPLE LETTER OF APPLICATION FOR EMPLOYMENT

(TOP OF PAGE)

1234 MAIN STREET
ANNISTON, ALABAMA 36201
MAY 16, 1977

MR. DENNIS TESOLOWSKI
PERSONNEL MANAGER
NATIONAL ALUMINUM COMPANY, INC.
216 PETRIE AVENUE
ANNISTON, ALABAMA 36201

DEAR MR. TESOLOWSKI:

THIS LETTER IS IN REFERENCE TO THE MACHINIST-GRINDER POSITION ADVERTISED IN THE ANNISTON DAILY NEWS ON MAY 15, 1977.

I COMPLETED TENTH GRADE, WHICH INCLUDED TWO YEARS OF INDUSTRIAL EDUCATION, AT ENSLEY HIGH SCHOOL, BIRMINGHAM, ALABAMA IN 1963. I RECEIVED A CERTIFICATE FOR COMPLETING A 26 WEEK (780 HOUR) MACHINISTS PROGRAM AT KNOXVILLE TECHNICAL SCHOOL, KNOXVILLE, TENNESSEE IN 1969.

I WORKED AS A LABORER FOR SIX YEARS AT ACME DIE CASTING IN KNOXVILLE. I HAVE ALSO WORKED AS AN ASSISTANT TOOL AND DIE MAKER FOR FOUR YEARS AT AMERICAN TOOL AND DIE IN KNOXVILLE. DURING THE PAST TWO AND ONE-HALF YEARS I HAVE RECEIVED ON-THE-JOB TRAINING AND WORKED AS A VALVE ASSEMBLER AT THE OPPORTUNITY CENTER IN ANNISTON. MR. WILL WILSON, SHOP FOREMAN AT THE OPPORTUNITY CENTER, IS PRESENTLY MY IMMEDIATE SUPERVISOR. HE HAS KINDLY PERMITTED ME TO USE HIS NAME AS A REFERENCE.

I AM AVAILABLE FOR IMMEDIATE EMPLOYMENT. OVERTIME WORK, INCLUDING SATURDAY, WILL BE WELCOMED.

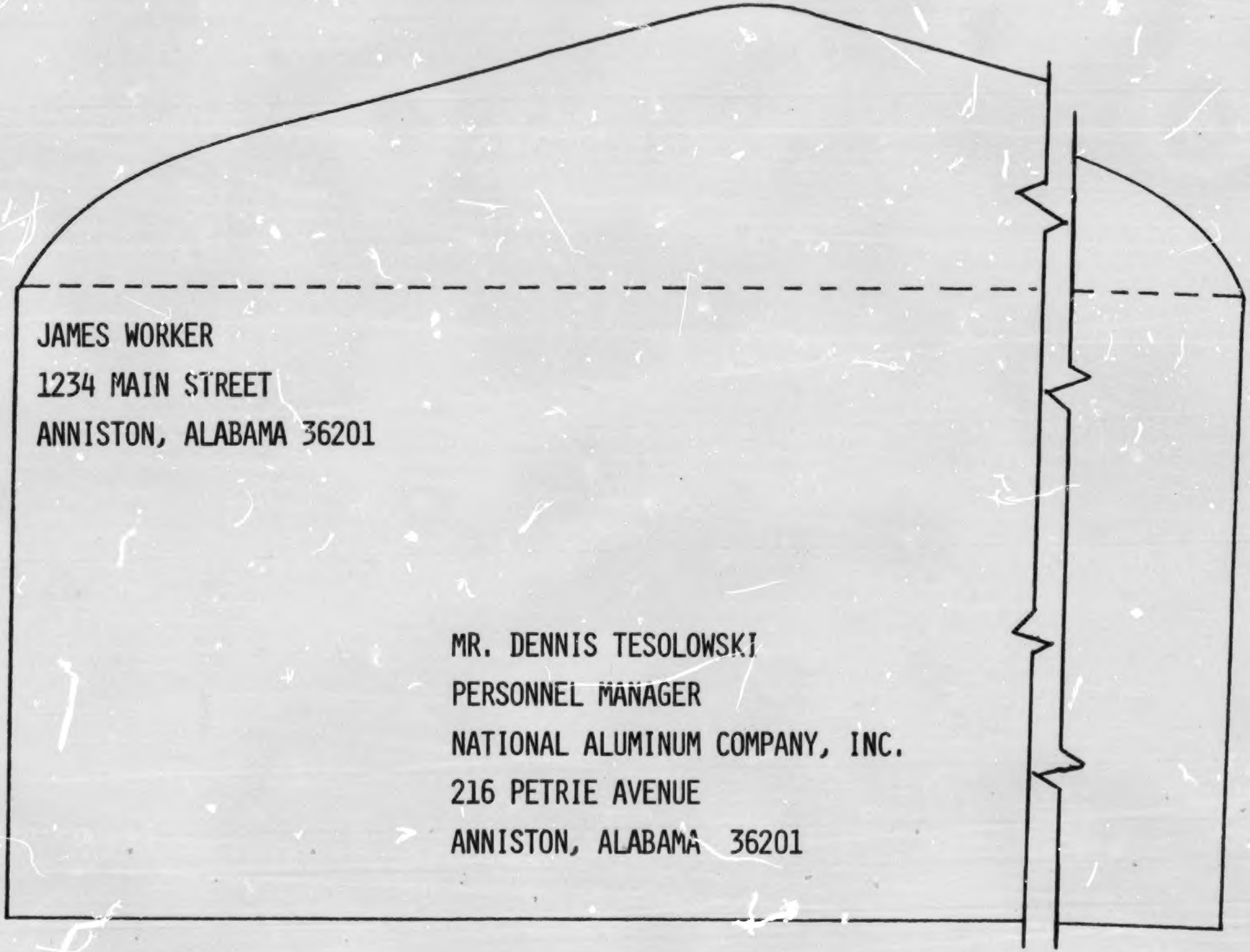
I SHALL BE HAPPY TO FURNISH YOU WITH ANY FURTHER DETAILS ABOUT MY PERSONAL BACKGROUND, EDUCATION, WORK EXPERIENCE, AND OTHER REFERENCES. I FEEL CONFIDENT THAT I AM CAPABLE OF PERFORMING THE QUALITY OF WORK REQUIRED BY YOUR COMPANY. I WOULD BE PLEASED TO COME IN FOR AN INTERVIEW ANYTIME AT YOUR CONVENIENCE. YOU MAY CALL ME AT 237-1977 ANYTIME AFTER 3:30 P.M. ON WEEKDAYS OR ANYTIME ON WEEKENDS.

THANK YOU FOR YOUR CONSIDERATION IN THIS MATTER.

SINCERELY,

JAMES WORKER

## ADDRESSING THE ENVELOPE WHEN WRITING A LETTER OF APPLICATION FOR EMPLOYMENT



JAMES WORKER
1234 MAIN STREET
ANNISTON, ALABAMA 36201

MR. DENNIS TESOLOWSKI
PERSONNEL MANAGER
NATIONAL ALUMINUM COMPANY, INC.
216 PETRIE AVENUE
ANNISTON, ALABAMA 36201

## HELPFUL HINTS FOR EMPLOYMENT EXAMINATIONS

1. COMPLETE REQUIRED IDENTIFYING INFORMATION.
2. CAREFULLY READ DIRECTIONS.
3. BE AWARE OF TIME LIMIT (IF REQUIRED).
4. RAPIDLY OBSERVE TEST QUESTIONS TO DETERMINE WHICH ARE MOST DIFFICULT.
5. CALCULATE APPROXIMATELY HOW MUCH TIME CAN BE SPENT ON EACH QUESTION.
6. CAREFULLY READ EVERY QUESTION WHICH YOU ATTEMPT TO ANSWER.
7. LEAVE DIFFICULT QUESTIONS WHICH YOU CANNOT ANSWER AND RETURN TO THEM AFTER COMPLETING OTHER QUESTIONS.
8. TRY TO RELAX.
9. REMEMBER THAT YOUR BEST EFFORT IS ALL THAT ANYONE CAN ASK OF YOU.

## HELPFUL HINTS FOR CONTACTING A POTENTIAL EMPLOYER ON THE TELEPHONE

1. DETERMINE WHAT YOU WANT TO SAY BEFORE CALLING.
2. CLEARLY IDENTIFY YOURSELF BY GIVING YOUR FULL NAME.
3. CLEARLY IDENTIFY WHO YOU WOULD LIKE TO TALK WITH. (THIS WILL USUALLY BE A RECEPTIONIST OR SECRETARY.)
4. SPEAK IN A CHEERFUL AND FRIENDLY VOICE.
5. SPEAK IN VARYING TONES.
6. SPEAK IN AN ADEQUATE LOUDNESS.
7. SPEAK CONFIDENTLY IN A BUSINESS LIKE AND COURTEOUS MANNER.
8. UPON GETTING THE PERSON WHO YOU WANT TO TALK WITH,
    A. CLEARLY IDENTIFY YOURSELF.
    B. CLEARLY AND CONCISELY EXPLAIN WHAT YOU ARE CALLING ABOUT.
9. BE AN ATTENTIVE (GOOD) LISTENER.
10. UNEXPECTED INTERRUPTIONS.
    A. EXCUSE YOURSELF.
    B. PLACE THE PHONE IN A PLACE THAT IS AS NOISELESS AS POSSIBLE.
11. BE CAREFUL NOT TO ALLOW AN INTERVIEW TO BE CONDUCTED OVER THE TELEPHONE.
12. CLOSING THE CONVERSATION.
    A. MAINTAIN THE SPEED OF YOUR CONVERSATION WHEN SAYING "GOOD-BY" (MANY PEOPLE TEND TO HURRY).

B. MAINTAIN THE LOUDNESS OF YOUR VOICE (MANY PEOPLE TEND TO SPEAK QUIETER).

C. SAY "THANK YOU" FOR ANY CONSIDERATIONS WHICH HAVE BEEN GIVEN YOU.

D. CAREFULLY PLACE THE TELEPHONE RECEIVER AND TRANSMITTER IN ITS HOLDER.

## JOB INTERVIEWS: SELF-EVALUATING YOUR GROOMING

1. DID I TAKE A SHOWER OR BATH?
2. DID I WASH MY FACE?
3. DID I BRUSH MY TEETH?
4. DID I FRESHEN MY MOUTH?
5. ARE MY CLOTHES CLEAN?
6. ARE MY CLOTHES IRONED OR PRESSED?
7. ARE MY CLOTHES APPROPRIATE FOR THE INTERVIEW? TOO FANCY OR STYLISH?
8. ARE MY SHOES CLEAN AND POLISHED?
9. IS MY HAIR CLEAN AND NEATLY STYLED?
10. ARE MY FINGERNAILS CLEAN AND TRIM?
11. DO I SMELL CLEAN AND FRESH?
12. DO I APPEAR EXTREME?
13. DO I APPEAR PLEASANT AND NATURAL?
14. DO I HAVE AN APPROPRIATE AMOUNT OF COSMETICS AND PERFUME ON (GIRLS)?
15. AM I COMFORTABLE?
16. IS MY POSTURE GOOD?
17. WAS I PLEASED AFTER CAREFULLY EXAMINING MYSELF IN A MIRROR?

## JOB INTERVIEWS: EXHIBITING ACCEPTABLE BEHAVIORS

1. BE WELL GROOMED.
2. WEAR APPROPRIATE CLOTHING.
3. REMOVE YOUR HAT UPON ENTERING THE OFFICE.
4. ARRIVE AT LEAST 10 MINUTES EARLY.
5. GIVE YOUR FULL NAME TO THE RECEPTIONIST OR SECRETARY.
6. INDICATE YOUR EAGERNESS BY WALKING BRISKLY.
7. INTRODUCE YOURSELF WHEN MEETING THE INTERVIEWER.
8. REFER TO THE INTERVIEWER BY NAME.
9. GIVE A FIRM HANDSHAKE AFTER BEING OFFERED THE INTERVIEWER'S HAND.
10. REMAIN STANDING UNTIL ASKED TO SIT DOWN.
11. BE AN ALERT AND ATTENTIVE LISTENER.
12. ACT INTERESTED.
13. SPEAK CLEARLY AND DISTINCTLY.
14. SPEAK IN A LOUD ENOUGH VOICE.
15. MAINTAIN GOOD POSTURE WHEN STANDING OR SITTING.
16. INDICATE THAT YOU ARE INTERESTED IN THE JOB FOR WHICH YOU ARE APPLYING.
17. ALLOW THE INTERVIEWER TO CONTROL THE INTERVIEW BY LEADING THE DISCUSSION.
18. DIRECTLY ANSWER ALL QUESTIONS (USE GOOD JUDGEMENT IF YOU THINK A QUESTION IS TOO PERSONAL).
19. USE CORRECT GRAMMAR AND ANSWER QUESTIONS COMPLETELY.
20. GIVE ACCURATE, HONEST ANSWERS.

21. OCCASIONALLY SAY "YES, SIR" OR "NO, SIR".

22. PRESENT CERTIFICATES OR DOCUMENTS WHEN ASKED TO VERIFY FACTS.

23. SPEAK IN THE BEST ENGLISH YOU ARE CAPABLE OF.

24. BE COURTEOUS.

25. MAINTAIN EYE CONTACT.

26. STRESS YOUR QUALIFICATIONS FOR THE JOB.

27. DESCRIBE YOUR DISABILITY.

28. LOOK PLEASANT AND SMILE PERIODICALLY.

29. MAINTAIN YOUR POISE.

30. ACT NATURAL BY BEING YOURSELF.

31. MAINTAIN A RELATIVELY SERIOUS ATTITUDE.

32. REALISTICALLY DISCUSS WAGES, IF THE INTERVIEWER MENTIONS THEM FIRST.

33. RECORD THE DATE, TIME, AND PLACE TO REPORT, IF ASKED TO RETURN FOR ANOTHER INTERVIEW.

34. EXHIBIT CONFIDENCE IN YOURSELF.

35. VERBALLY INDICATE THAT YOU ARE A POSITIVE THINKER.

36. SAY "THANK YOU" WHEN THE INTERVIEW HAS ENDED.

37. ASK GOOD QUESTIONS, IF GIVEN THE OPPORTUNITY.

38. TRY TO BE RELAXED.

39. INDICATE THAT YOU ARE A KIND PERSON.

40. STAND WHEN THE EMPLOYER STANDS AFTER THE INTERVIEW HAS ENDED.

41. GIVE A FIRM HANDSHAKE, IF THE INTERVIEWER OFFERS HIS HAND AT THE END OF THE INTERVIEW (ESPECIALLY IF YOU HAD A HANDSHAKE AT THE BEGINNING OF THE INTERVIEW).

42. LET THE INTERVIEWER KNOW THAT YOU ARE INTERESTED IN THE COMPANY BY DISCUSSING THE SERVICES PROVIDED OR PRODUCTS MADE.

43. DEMONSTRATE TO THE EMPLOYER THAT YOU CAN FUNCTION INDEPENDENTLY.

## JOB INTERVIEWS: EXHIBITING UNACCEPTABLE BEHAVIORS

1. REFERRING TO YOURSELF AS MR., MRS., MISS, OR MS.
2. USING PROFANE LANGUAGE.
3. USING SLANG.
4. ACTING LIKE SOMEONE BESIDES YOURSELF.
5. EMPHASIZING HOW MUCH YOU NEED THE JOB.
6. BRINGING A FRIEND OR RELATIVE WITH YOU.
7. INTERRUPTING THE INTERVIEWER.
8. INDICATING THAT YOU ARE RESTLESS BY MOVING ABOUT IN YOUR CHAIR.
9. INDICATING THAT YOU ARE NERVOUS.
10. CRITICIZING FORMER EMPLOYERS OR CO-WORKERS.
11. BEING NEGATIVE OR CRITICAL ABOUT ANY SUBJECT.
12. DISCUSSING PERSONAL, FAMILY, OR MONEY PROBLEMS (UNLESS SPECIFICALLY ASKED).
13. TOUCHING THE INTERVIEWER'S DESK OR ANYTHING ON IT.
14. SITTING DOWN BEFORE YOU HAVE BEEN INVITED TO DO SO.
15. GIVING A SLOPPY HANDSHAKE.
16. USING POOR POSTURE WHILE SITTING OR STANDING.
17. ACTING FRIENDLIER THAN IS APPROPRIATE.
18. GIVING FALSE ANSWERS.
19. GIVING UNIMPORTANT EXCUSES.

20. INITIATING A DISCUSSION ABOUT WAGES, WORKING CONDITIONS, HOLIDAY AND VACATION POLICIES, AND HOURS OF WORK (UNLESS YOU HAVE BEEN ASKED TO TAKE THE JOB).
21. SLOWLY WALKING INTO THE INTERVIEW.
22. EXPRESSING THE IDEA THAT YOU ARE THE MOST IMPORTANT.
23. TELLING JOKES.
24. READING PERSONAL PROPERTY ON THE INTERVIEWER'S DESK.
25. SMOKING DURING OR RIGHT BEFORE THE INTERVIEW.
26. HAVING THE ODOR OF LIQUOR ON YOUR BREATH.
27. HAVING ANYTHING IN YOUR MOUTH.
28. WEARING SUNGLASSES.
29. NOT WEARING YOUR PRESCRIPTION EYEGLASSES IF YOU NEED THEM.
30. ATTENDING AN INTERVIEW WHEN IT IS OBVIOUS THAT YOU ARE SICK.
31. WEARING EMBLEMS OR DECALS ON YOUR CLOTHING.
32. ASKING UNIMPORTANT QUESTIONS.
33. STRESSING YOUR DISABILITY.
34. TALKING TO ANYONE WHO ENTERS THE ROOM.

## JOB INTERVIEWS: SPECIAL CONCERNS OF DISABLED INDIVIDUALS

1. WHAT EMPLOYERS OFTEN THINK
    A. CONSIDER INDIVIDUALS' LIMITATIONS, INSTEAD OF THEIR ABILITIES
    B. WORRY ABOUT ACCIDENTS
    C. WORRY ABOUT RATES THEY PAY FOR INSURANCE
2. BEHAVIORS WHICH DISABLED INDIVIDUALS CAN EXHIBIT DURING THE INTERVIEW
    A. DISCUSS THE DISABILITY EARLY IN THE INTERVIEW, ESPECIALLY IF IT IS VISUALLY APPARENT
        1.) USE CLEAR, EASY TO UNDERSTAND TERMS
        2.) DO NOT USE MEDICAL OR PSYCHOLOGICAL JARGON
        3.) EXPLAIN YOUR DISABILITY IN SUCH A WAY THAT THE INTERVIEWER KNOWS YOU CAN DO THE JOB
        4.) TRY TO DESCRIBE YOUR PROBLEM WITH POSITIVE QUALITIES
        5.) DESCRIBE HOW THE DISABILITY OCCURRED
            A.) CONGENITAL
            B.) ACCIDENTAL INJURY
                (1) A LONG TIME AGO
                (2) RECENTLY
            C.) DISEASE

6.) DESCRIBE ANY PHYSICAL LIMITATIONS
    A.) STANDING
    B.) SITTING
    C.) WALKING
    D.) LIFTING
    E.) VISUAL
    F.) HEARING
    G.) SPEECH
    H.) BREATHING
        (1) ALLERGIES
        (2) OUT-OF-BREATH
    I.) COORDINATION
        (1) EYE-HAND
        (2) EYE-FOOT
    J.) FINGER DEXTERITY
        (1) FINE
        (2) GROSS

7.) DESCRIBE THE CONDITION OF YOUR DISABILITY
    A.) IMPROVING
    B.) NOT CHANGING
    C.) PROGRESSIVE (RATE AT WHICH IT IS GETTING WORSE)

8.) DISCUSS HOW YOU HAVE BEEN ABLE TO COMPENSATE FOR YOUR DISABILITY

9.) DISCUSS YOUR GOOD VOCATIONAL RECORD
    A.) FEW DAYS MISSED DUE TO ILLNESS
    B.) ARRIVE EARLY FOR WORK

C.) PRESENT FACTS ABOUT QUANTITY AND QUALITY OF PREVIOUS WORK
10.) DISCUSS YOUR RELIABLE SOURCE OF TRANSPORTATION OR YOUR ABILITY TO DRIVE
11.) DEMONSTRATE SPECIAL SKILLS YOU HAVE DEVELOPED TO COMPENSATE FOR YOUR DISABILITY
  A.) USE OF PROSTHETIC DEVICES
  B.) USE OF WHEELCHAIR
  C.) OTHER UNIQUE SKILLS
12.) DISCUSS ARCHITECTURAL BARRIERS, IF THEY ARE GOING TO BE A PROBLEM
  A.) DOORWAYS
  B.) CURBS
  C.) STAIRS
  D.) ELEVATORS
  E.) PARKING SPACES NEAR PLACE OF WORK
3. ALWAYS STRESS YOUR ABILITIES AND QUALIFICATIONS, NOT YOUR LIMITATIONS, REGARDLESS OF YOUR DISABILITY
  A. FACE REALITY AND DISCUSS THE PROBLEM
  B. STRESS POSITIVE ASPECTS WHICH YOU HAVE LEARNED TO USE TO COMPENSATE FOR YOUR DISABILITY
4. DISCUSS YOUR VOCATIONAL OBJECTIVES
  A. SHORT-TERM
  B. INTERMEDIATE
  C. LONG-RANGE

5. DISCUSS SPECIFIC EXPERIENCES WHICH YOU HAVE HAD THAT BETTER ENABLE YOU TO PERFORM THE JOB WHICH YOU ARE SEEKING
    A. PERSONAL
    B. EDUCATIONAL
    C. WORK EXPERIENCE
    D. TRAINING
6. USE REFERENCES WHO WILL PRESENT YOUR DISABILITY AS FAVORABLY AS POSSIBLE

# JOB INTERVIEWS: QUESTIONS WHICH ARE OFTEN ASKED

A. PERSONAL BACKGROUND (IDENTIFICATION)

1. WHAT INFORMATION CAN YOU GIVE ME ABOUT YOURSELF?
2. WHERE DO YOU LIVE?
3. HOW LONG HAVE YOU LIVED THERE?
4. WHAT ARE YOUR FAVORITE HOBBIES?
5. WHAT IS YOUR MILITARY STATUS?
6. HOW OLD ARE YOU?
7. WHAT CIVIC OR COMMUNITY ACTIVITIES HAVE YOU PARTICIPATED IN?
8. DO YOU THINK THESE ACTIVITIES ARE WORTHWHILE?
9. DO YOU LIKE PEOPLE?
10. DO YOU HAVE MANY FRIENDS?
11. WHAT DO YOU DO WITH YOUR SPARE TIME?
12. WHAT THINGS DO YOU DO BEST?
13. ARE THERE THINGS THAT YOU DO NOT LIKE TO DO?
14. HOW DO YOU LIKE TO SPEND YOUR VACATIONS?
15. HOW MUCH TELEVISION DO YOU WATCH?
16. HAVE YOU EVER BEEN ARRESTED?
17. HAVE YOU EVER BEEN IN JAIL?
18. DO YOU HAVE ANY HEALTH PROBLEMS?
19. HAVE YOU EVER RECEIVED TREATMENT FOR AN EMOTIONAL OR MENTAL CONDITION?

## B. EDUCATION

1. WHAT HIGH SCHOOL (ELEMENTARY SCHOOL) DID YOU ATTEND?
2. DID YOU GRADUATE FROM HIGH SCHOOL?
3. DID YOU GET ANY SPECIAL TRAINING IN HIGH SCHOOL?
4. WHAT COURSES WERE YOUR FAVORITES?
5. WHAT COURSES DID YOU DISLIKE MOST?
6. DID YOU PARTICIPATE IN ANY EXTRACURRICULAR ACTIVITIES?
7. DID YOU HAVE TO MISS MUCH SCHOOL?
8. WHAT WAS THE LAST YEAR OF SCHOOL WHICH YOU COMPLETED?
9. DID YOU HAVE MANY FRIENDS?
10. HOW MANY OF YOUR TEACHERS WERE GOOD?
11. WHAT CAN YOU TELL ME ABOUT YOUR FAVORITE TEACHER?

## C. SKILL TRAINING

1. HAVE YOU ATTENDED VOCATIONAL OR TECHNICAL SCHOOL?
2. HAVE YOU PARTICIPATED IN ANY MANPOWER TRAINING PROGRAMS?
3. WHAT VOCATIONAL SKILLS DO YOU POSSESS?
4. WHAT MACHINERY CAN YOU OPERATE?
5. HAVE YOU HAD ANY ON-THE-JOB TRAINING?
6. DID YOU RECEIVE ANY VOCATIONAL TRAINING IN HIGH SCHOOL?
7. HAVE YOU DEVELOPED ANY VOCATIONAL SKILLS FROM YOUR HOBBIES?

## D. WORK EXPERIENCE OR WORK RELATED

1. HAVE YOU HELD ANY PART-TIME JOBS?
2. HAVE YOU HELD ANY FULL-TIME JOBS?
3. WHAT DUTIES DID YOU PERFORM ON YOUR JOB?
4. DID YOU LIKE YOUR JOB?
5. HOW MUCH MONEY WERE YOU MAKING?
6. WHY DID YOU LEAVE THAT JOB?

7. HOW MUCH DO YOU EXPECT TO BE PAID ON THIS JOB?
8. DO YOU BELIEVE THAT YOU CAN PERFORM THE DUTIES REQUIRED ON THIS JOB?
9. WHERE DID YOU LEARN ABOUT THIS JOB OPENING?
10. HOW LONG DID YOU WORK WITH THAT COMPANY?
11. DO YOU WANT A TEMPORARY OR A PERMANENT JOB?
12. DID YOU LIKE YOUR LAST SUPERVISOR?
13. DID YOU AND YOUR EMPLOYER GET ALONG WELL?
14. WHAT CAN YOU TELL ME ABOUT THE CO-WORKERS ON YOUR LAST JOB?
15. DO YOU PREFER TO WORK ALONE OR WITH OTHER PEOPLE?
16. WHAT ARE YOUR LONG-RANGE VOCATIONAL PLANS?
17. HAVE YOU LEARNED ANYTHING FROM YOUR PAST JOBS?
18. WHAT KIND OF AN IMMEDIATE SUPERVISOR DO YOU PREFER?
19. ARE YOU WILLING TO MOVE TO ANOTHER CITY OR STATE IF THE COMPANY ASKS YOU TO?
20. WHAT DID YOU MOST LIKE ABOUT THAT JOB?
21. WHAT DID YOU LIKE LEAST ABOUT THAT JOB?

E. VOCATIONAL INTERESTS

1. WHAT ADVANTAGES ARE THERE IN WORKING FOR THIS COMPANY?
2. DOES THIS JOB HAVE ANY DISADVANTAGES?
3. WHAT TYPE OF WORK DO YOU WANT TO DO?
4. WHAT JOB WOULD YOU LEAST LIKE TO DO?
5. HOW CAN YOU BENEFIT OUR COMPANY?
6. WHAT CAN YOU TELL ME ABOUT OUR PRODUCTS? OR SERVICES?
7. HOW DID YOU BECOME INTERESTED IN THIS TYPE OF WORK?
8. WHAT DO YOU KNOW ABOUT OUR COMPANY?

9. WHAT ARE YOUR QUALIFICATIONS FOR THIS JOB?
10. WHAT WOULD YOU DO IF YOU COULD HAVE ANY JOB IN OUR COMPANY?
11. HOW MUCH MONEY WOULD YOU LIKE TO MAKE?
12. ARE YOU WILLING TO BEGIN WORKING FOR MINIMUM WAGE?

## MAINTAINING YOUR JOB: EXHIBITING UNACCEPTABLE BEHAVIORS

1. FREQUENTLY MISSING WORK.
2. ARRIVING LATE FOR YOUR JOB.
3. BEING EXTREMELY FRIENDLY WITH YOUR SUPERVISOR.
4. BEING EXTREMELY AGGRESSIVE WITH YOUR SUPERVISOR OR CO-WORKERS.
5. TALKING TO YOUR SUPERVISOR OR CO-WORKERS WHEN THEY DO NOT WANT TO BE BOTHERED.
6. EXPRESSING ANGER WHEN YOUR WORK IS CONSTRUCTIVELY CRITICIZED.
7. ALLOWING YOUR EMOTIONS TO AFFECT YOUR WORK.
8. TREATING CO-WORKERS UNFAIRLY.
9. TAKING FULL CREDIT FOR A GROUP EFFORT.
10. BREAKING COMPANY RULES AND POLICIES.
11. ALWAYS TRYING TO BE THE FIRST PERSON OUT OF THE BUILDING AFTER WORK.
12. EXPRESSING SUPERIORITY TO YOUR SUPERVISOR OR CO-WORKERS.
13. ALLOWING COMMENTS OR CRITICISMS ABOUT YOUR WORK TO BECOME PERSONAL.
14. INDICATING THAT YOU ARE MORE IMPORTANT THAN ANYONE OR ANYTHING ELSE CONCERNED WITH YOUR JOB.
15. ALWAYS TRYING TO GAIN PERSONAL ADVANTAGES.
16. ASKING YOUR SUPERVISOR A LOT OF UNNECESSARY QUESTIONS.

17. VERBALLY OR NON-VERBALLY TELLING YOUR SUPERVISOR OR CO-WORKERS THAT YOU ARE SMARTER OR HAVE A BETTER EDUCATION THAN THEM.

18. TAKING PROBLEMS TO HIGHER MANAGEMENT THAN YOUR IMMEDIATE SUPERVISOR.

19. BEING EXTREMELY SENSITIVE TO COMMENTS MADE BY YOUR SUPERVISOR OR CO-WORKERS.

20. ALWAYS MAKING EXCUSES WHEN PROBLEMS ARISE.

21. CONTINUALLY COMPLAINING AND FINDING FAULTS WITH EVERYTHING.

22. BLAMING CO-WORKERS FOR YOUR MISTAKES.

23. DOING PERSONAL TASKS DURING WORK HOURS, SUCH AS READING MAGAZINES OR WRITING LETTERS.

24. BEING EXTREMELY CRITICAL OF YOUR SUPERVISOR, CO-WORKERS, OR THE COMPANY YOU WORK FOR.

25. TRYING TO LEARN CO-WORKERS' JOBS BEFORE YOU KNOW YOUR OWN.

26. CONSTANTLY COMPLAINING ABOUT ANYTHING ASSOCIATED WITH YOUR JOB.

27. CONSTANTLY WATCHING THE CLOCK WHILE WORKING.

28. FREQUENTLY BEING UNHAPPY WHILE WORKING.

29. IGNORING SAFETY RULES.

## MAINTAINING YOUR JOB: EXHIBITING ACCEPTABLE BEHAVIORS

1. ALWAYS ARRIVE 15 MINUTES BEFORE YOU ARE EXPECTED TO BEGIN YOUR JOB.
2. ATTEND WORK ON A REGULAR BASIS.
3. PROMPTLY RETURN TO YOUR JOB AFTER THE LUNCH PERIOD HAS ENDED.
4. PROMPTLY RETURN TO YOUR JOB AFTER YOUR BREAK OR REST PERIOD HAS ENDED.
5. CAREFULLY LISTEN TO INSTRUCTIONS GIVEN BY YOUR SUPERVISOR OR CO-WORKERS.
6. ASK WELL THOUGHT OUT QUESTIONS WHEN YOU DO NOT UNDERSTAND (ESPECIALLY IF YOU MUST QUESTION YOUR SUPERVISOR).
7. MAINTAIN GOOD GROOMING HABITS.
8. GETTING PLENTY OF REST WILL BETTER ENABLE YOU TO BE ACTIVE AND FRIENDLY ON THE JOB.
9. LOOK FOR ADDITIONAL WORK.
10. REMAIN AT YOUR WORK STATION.
11. KEEP BUSY.
12. EXHIBIT PATIENCE.
13. INFORM YOUR SUPERVISOR OF YOUR PROGRESS.
14. VERBALLY EXPRESS POSITIVE ATTITUDES TO YOUR SUPERVISOR AND CO-WORKERS.
15. SYSTEMATICALLY CONDUCT YOUR WORK TASKS.
16. PLAN AHEAD AND KNOW WHAT TASKS YOU ARE GOING TO DO BEFORE YOU GET TO WORK.

17. LEARN COMPANY POLICIES AND RULES.
18. CONSTANTLY DO THE BEST JOB POSSIBLE.
19. DO MORE WORK THAN IS EXPECTED OF YOU.
20. REFER TO YOUR SUPERVISOR AND CO-WORKERS BY NAME.
21. BE AS AGREEABLE AS POSSIBLE WHEN TALKING TO YOUR SUPERVISOR OR CO-WORKERS.
22. OBSERVE HOW CO-WORKERS PERFORM TASKS WHICH YOU ARE DOING.
23. EXHIBIT FRIENDLY, CHEERFUL, AND COURTEOUS BEHAVIORS.
24. BE SENSITIVE AND UNDERSTAND YOUR CO-WORKERS' FEELINGS.
25. BE CONCERNED ABOUT THE QUALITY OF YOUR WORK.
26. BE CONCERNED ABOUT THE AMOUNT OF WORK WHICH YOU ARE PRODUCING.
27. RESPECT YOUR SUPERVISOR.

## MAINTAINING YOUR JOB: SEVEN WORKER CHARACTERISTICS RATED BY EMPLOYERS

1. HONEST VS. DISHONEST
2. RELIABLE VS. UNRELIABLE
3. CHEERFUL VS. HOSTILE
4. DILIGENT VS. LAZY
5. ENTHUSIASTIC VS. CARELESS
6. COOPERATIVE VS. UNCOOPERATIVE
7. LOYAL VS. DISLOYAL

# MAINTAINING YOUR JOB: CONCERNS ABOUT ADVANCEMENT

A. THINKING ABOUT YOUR FUTURE

B. GETTING AHEAD
  1. MOVING UP TO OTHER JOBS (EXPERIENCE)
  2. CHANGING JOBS
  3. STARTING YOUR OWN BUSINESS
  4. EDUCATION
  5. TRAINING

C. WHAT IS MOST IMPORTANT TO YOU
  1. EXTRINSIC VALUES - MATERIAL GOODS
  2. INTRINSIC VALUES - SELF-SATISFACTION

D. DO YOU HAVE TIME TO WAIT FOR ADVANCEMENT?

E. METHODS SUCCESSFUL PEOPLE USE TO GET AHEAD
  1. TAKE AND KEEP ENTRY LEVEL JOBS THEY CAN ADVANCE FROM
  2. GET JOBS THAT SUIT THEIR INTERESTS
  3. WATCH FOR OPPORTUNITIES
  4. LEARN NEW SKILLS AND USE THEM

## Appendix B

## JOB READINESS TRAINING (JRT) CURRICULUM

### Audiovisual Materials

The audiovisual materials utilized in the Job Readiness Training Program can be purchased from the following companies: (These prices were effective in February, 1978.)

| | | |
|---|---|---|
| MP31 | Your Job: Finding the Right One - 12.5-C (#1839) | $ 192.00 |
| MP32 | Your Job: Applying for It - 13.5-C (#1840) | $ 206.00 |
| MP33 | Your Job: Fitting In - 15-C (#1841) | $ 255.00 |
| MP34 | Your Job: You and Your Boss - 15-C (#1842) | $ 230.00 |
| MP35 | Your Job: Good Work Habits - 13-C (#1843) | $ 200.00 |
| MP36 | Your Job: Getting Ahead - 15-C (#1844) | $ 230.00 |
| | Total Series: | $1,313.00 |

Coronet Films
65 E. South Water Street
Chicago, Illinois 60601 (312) 977-4000

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| | | |
|---|---|---|
| MP27 | Job Interview - Women | $ 235.00 |

Churchill Films
662 N. Robertson Blvd.
Los Angeles, California 90060 (213) 657-5110

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MP104 Jobs and Advancement: On the Move
(This film is out of print and can no longer be purchased.)

McGraw-Hill Films
1221 Avenue of the Americas
New York, N.Y. 10020 (212) 997-2343

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| | | |
|---|---|---|
| RV12 | The World of Work<br>1. 12 Cassettes<br>2. 12 Filmstrips<br>3. 25 Student Workbooks<br>4. Instructor's Guide | $ 250.00 |
| RV12 | The World of Work Workbook | $ 1.25 ea. |

(Filmstrips and cassettes can be purchased individually; but the individual purchase price of $15.00 is supposed to be for replacement.)

| | | |
|---|---|---|
| RV12 | #4 - The World of Work - Finding the Job | $ 15.00 |
| | #5 - The World of Work - Getting the Job | $ 15.00 |
| | #10 - The World of Work - Seven Fatal Sins | $ 15.00 |
| | #11 - The World of Work - Seven Vital Virtues | $ 15.00 |

Link Educational Laboratories
P.O. Box 25
Hope Hull, Alabama 36043 (205) 288-2906

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| | | |
|---|---|---|
| RV08 | Your Job Interview (Discontinued) | |
| | You and Your Job Interview (Replacement)<br>1. Cassette<br>2. Filmstrip<br>3. Discussion Guide | $ 52.50 |
| RV32 | Job Attitudes: Why Work at All? (Parts I & II)<br>1. 2 Filmstrips<br>2. 2 Cassettes<br>3. 2 Discussion Guides | $ 27.75 |

Guidance Associates
757 Third Avenue
New York, N.Y. 10017 (202) 888-3700

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| | | |
|---|---|---|
| TR195 | The World of Work I - #K300<br>1. 14 Lesson Tapes<br>2. 6 Discussion Tapes<br>3. 24 Student Record Booklets<br>4. 1 Teacher's Manual | $ 229.50 |
| Tape #6 | - The Magic Words That Get You Fired | $ 11.50 |

Educational Design, Inc.
47 West 13th Street
New York, N.Y. 10011 (212) 255-7900

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# Appendix C

## Assessment Instruments

1. Gordon Occupational Check List

   Dr. Leonard V. Gordon
   c/o Test Department
   Harcourt, Brace, & World, Inc.
   757 Third Avenue
   New York, New York 10017

2. Mellenbruch's - Job Attitude Analysis

   Psychometric Affiliates
   Chicago Plaza
   Brookport, Illinois 62910

## Appendix D

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Moynihan, P., Moynihan, J., & Daeger, G. A. *You and your job: How to get it* (Rev. ed.). Chicago: J. G. Ferguson, 1968. (b)

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